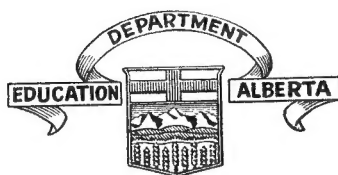


**FORTY-THIRD ANNUAL REPORT**  
**OF THE**  
**DEPARTMENT OF EDUCATION**  
**OF THE**  
**PROVINCE OF ALBERTA**  
  
**1948**

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**PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY**

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**1949**



Edmonton, March 3, 1949.

TO HIS HONOUR,  
JOHN CAMPBELL BOWEN,  
*Lieutenant Governor of the Province of Alberta.*

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1948.

I remain, Sir,

Your obedient servant,

IVAN CASEY,  
*Minister of Education.*



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# Report of the Deputy Minister



THE HONOURABLE IVAN CASEY,  
*Minister of Education,*  
Edmonton, Alberta.

Dear Sir:

I have the honour to present the annual report of the Department of Education for the year 1948. In so doing may I here record that you, Sir, assumed the portfolio of Education on Monday, February 23rd, of the year 1948.

## *Staff Changes.*

The year 1948 saw little change in staff except for those involving superintendencies which are reported upon by the Chief Superintendent.

Succeeding the late Mr. Wilson as Grants Branch Manager but with some added responsibility was Mr. S. E. Kenworthy, formerly chief clerk at the Correspondence School Branch.

Mr. W. E. Kostash, also formerly of the Correspondence School Branch, became Supervisor, Examinations Branch, replacing Mr. Ivan Sheppy, who was appointed to be a divisional superintendent.

## *New Services and Projects.*

The year 1948 did not see the establishment of any new branches or major services. It will be observed, however, that a number of existing branches experienced expansion. Special note may be taken of the setting up of Curriculum Councils, of the great expansion in the distribution of films, and of the activity of the debentures and buildings branches. These matters are dealt with in the reports of the branches concerned.

In fact, because of the completeness of the reports submitted by the branch heads, there is no need for any extended introduction to this report.

## *Teachers' Pensions.*

The outstanding development of the year 1948 was the re-constituting of the teachers' pension scheme through legislation, increased appropriations, and the enactment of new by-laws by the Teachers' Retirement Fund Board of Administrators. Briefly the scheme provides as follows:

1. Contribution of 4% of salary by teachers, 1½% by school boards and 3½% by the government.

2. Pension at age 65 computed by multiplying the following three factors:  $1\frac{1}{2}\%$  ; years of pensionable service, i.e. teaching years between ages 30 and 65; average annual salary for the best five consecutive years. This provides a life pension with five years certain.
3. Voluntary pensioning at reduced rates is possible at age 60.
4. Certain total disability and insurance features are provided.

The scheme undoubtedly provides Alberta teachers with one of the best pension plans in Canada.

Information respecting school operation, teacher supply, financial problems of school authorities and other matters relating to school operation will be found in the appended reports.

Respectfully submitted,

W. H. SWIFT,

Deputy Minister.



## REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS

W. E. FRAME

The Supervisory staff grew by one member during 1948. Miss A. Berneice MacFarlane, formerly of the Medicine Hat High School staff, took over the duties of Provincial Supervisor of Home Economics on May 4 of last year. In addition to filling this office, she has been inspecting those divisional dormitories that are situated in or near home economics centres visited.

During the year Mr. L. A. Thurber, of Red Deer Division No. 35, found it necessary to devote considerable time to administrative work in connection with the new regional composite high school experiment that is being carried on in the city of Red Deer. Mr. John Scoffield, a recently superannuated member of the staff, was brought back into service during the fall months to assist Mr. Thurber in the supervision of the rural schools in the Division.

Several changes of staff were made during the year. Superintendent R. E. Byron was granted a year's leave of absence for graduate study at the University of Minnesota. His position as Associate Superintendent of Grande Prairie and East Smoky School Divisions was taken over by Mr. J. I. Sheppy, formerly Supervisor of the Examinations Branch.

Superintendent J. D. Aikenhead of Sullivan Lake and Berry Creek School Divisions replaced Dr. R. E. Rees at Stettler, when the latter was appointed to the staff of the University of Saskatchewan.

Mr. George K. Haverstock rejoined the staff of school superintendents after a long period of service on the Normal School and Faculty of Education staffs. He replaced Mr. F. B. Facey on his taking over the Athabasca School Division. The former superintendent of this division, Mr. Eric Hodgson, was appointed to the staff of the University of Alberta last September.

When Superintendent Harold Melsness of Lac la Biche school Division joined the Faculty of Education, University of Alberta, the Department appointed Mr. L. G. Hall, then Principal of the Taber High School, to succeed him.

Mr. W. G. Hay of Vermilion joined the staff on August 2, 1948, and was assigned to the Sullivan Lake and Berry Creek School Divisions. All positions on the inspection staff are now filled with competent, well-qualified officials.

The usual three-day Superintendents' Conference was held on January 28, 29 and 30. School attendance, the Teacher-Service Bureau, equalization grants and the new assessment, divisional planning, guidance, and the Federation of Home and School Associations were studied by the superintendents.

On the second morning the superintendents held their session in the auditorium of the Education Building in the University of Alberta. Dean M. E. LaZerte acted as chairman and the supervisory staff discussed topics of mutual concern with members of the Faculty.

Regional or zone superintendents' meetings were first introduced in 1948. Edmonton, Calgary, Lethbridge and Grande Prairie were the gathering places, and to them came the superintendents of the immediate neighbourhood, accompanied by their leading teachers. Miss Tilly Schlumberger, a consulting educationist of note in both Canada and the United States, provided the greater part of the programmes. She gave talks, put on demonstrations and led discussions on the teaching of reading in the elementary grades. That she proved interesting and decidedly helpful was evidenced by the numerous references to her ideas that were written into the superintendents' monthly reports for some months after the meetings.

The need to discuss common problems was felt by the superintendents of the Peace River Block, so a meeting was arranged in Grande Prairie on October 23. Here they were joined by Mr. Stewart Graham of the B.C. Inspection Service.

Considerable time and thought were given to the acute teacher shortage in the North and some valuable suggestions were submitted to the Department in respect to this problem. Other topics discussed were administration and supervision procedures in divisional schools.

A similar one-day meeting was held at Hanna in November and it was attended by the superintendents of Castor, Neutral Hills, Berry Creek and Acadia Divisions. Each staff member who attended gave it as his opinion that the conference served a useful purpose.

An increase in the number of teachers' conferences was noted during the year. Principals' organizations have been formed in many of the divisions and are exerting a progressive influence in educational work. Superintendents, feeling that the teachers' conventions did not accomplish all of the in-service training required, are holding more one-day or half-day institutes. That quite a number of the Teachers' Association locals are undertaking surveys and studies of educational problems is indicated by reports reaching the Department. Some city superintendents have organized curriculum councils which are co-operating with the Department by studying problems arising from the revision of the programmes of study in elementary, intermediate, and secondary school grades.

In an effort to improve teacher training facilities in the Faculty of Education of the University, arrangements have been made for student teachers to do a considerable amount of observing and practice teaching in rural schools of divisions adjacent to the city.

Attention is directed to the following consolidations of statistical and literary reports submitted by divisional superintendents and inspectors of high schools. Among other significant trends, they indicate a slight improvement in the teacher situation, and further centralization of rural school services. *It should be kept in mind that the major cities are not included, since they do not come under the jurisdiction of any particular superintendent.* The figures are as at December 31st, 1948.

## INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS AND SUPERINTENDENTS OF SCHOOL DIVISIONS

|                                                                                                  | OPERATING ROOMS |          |              |       |
|--------------------------------------------------------------------------------------------------|-----------------|----------|--------------|-------|
|                                                                                                  | Elementary      | Non-Div. | Intermediate | Total |
| J. D. Aikenhead, B.Sc., A.M., Stettler No. 26 . . .                                              | 58              | 27       | 13           | 98    |
| L. A. Broughton, B.A., High Prairie, No. 48 .....                                                | 55              | 21       | 10           | 86    |
| T. C. Byrne, M.A., B.Ed., Taber No. 6 .....                                                      | 63              | 0        | 14           | 77    |
| J. W. Chalmers, M.A., Ed.D., Killam No. 22 .....                                                 | 48              | 9        | 17           | 74    |
| T. K. Creighton, M.A., Lac Ste. Anne No. 11 .....                                                | 64              | 0        | 5            | 69    |
| X. P. Crispo, M.A., Olds No. 31 .....                                                            | 96              | 12       | 15           | 123   |
| W. R. Dean, B.A., B.Ed., Fairview No. 50 .....                                                   | 30              | 3        | 5            | 38    |
| A. F. Deverell, B.A., B.Ed., Rocky Mountain No. 15 .....                                         | 82              | 6        | 6            | 94    |
| S. A. Earl, B.Sc., Acadia No. 8 .....                                                            | 31              | 3        | 7            | 41    |
| E. M. Erickson, B.A., B.Ed., Holden No. 17.....                                                  | 80              | 3        | 11           | 94    |
| F. B. Facey, M.A., Athabasca No. 42 .....                                                        | 71              | 0        | 7            | 78    |
| A. R. Gibson, M.A., B.Paed., Lamont No. 18 .....                                                 | 96              | 9        | 12           | 117   |
| I. Goresky, M.A., M.Ed., Thorhild No. 57 .....                                                   | 63              | 0        | 13           | 76    |
| L. G. Hall, B.A., B.Ed., Lac la Biche No. 51 .....                                               | 58              | 12       | 4            | 74    |
| J. R. S. Hambly, B.Sc., M.Ed., Grand Prairie No. 14 and East Smoky No. 54 .....                  | 101             | 26       | 17           | 144   |
| F. Hannecho, B.A., B.Ed., Two Hills No. 21 .....                                                 | 81              | 5        | 15           | 101   |
| G. K. Haverstock, B.A., Castor No. 27 .....                                                      | 56              | 4        | 8            | 68    |
| W. G. Hay, M.A., Berry Creek No 1 and Sullivan Lake No. 9 .....                                  | 45              | 11       | 9            | 65    |
| E. W. Hinman, M.A., St. Mary's River No. 2 .....                                                 | 77              | 17       | 32           | 126   |
| G. F. Hollinshead, B.Sc., B.Ed., Stony Plain No. 23 .....                                        | 84              | 28       | 13           | 125   |
| S. W. Hooper, B.Sc., M.A., Peace River No. 10 and Fort Vermilion No. 52 .....                    | 65              | 10       | 6            | 81    |
| W. S. Korek, B.Sc., B.Ed., Macleod No. 28 .....                                                  | 38              | 21       | 26           | 85    |
| H. A. Kostash, B.A., B.Ed., Smoky Lake No. 39 .....                                              | 68              | 3        | 13           | 84    |
| L. W. Kunelius, B.Sc., M.A., Westlock No. 37 .....                                               | 56              | 13       | 7            | 76    |
| G. H. Lambert, B.A., Neutral Hills No. 16.....                                                   | 33              | 0        | 3            | 36    |
| O. P. Larson, B.Sc., B.Ed., E.I.D. No. 44 and Bow Valley No. 43 .....                            | 80              | 17       | 21           | 118   |
| C. M. Lavery, B.A., B.Ed., Foothills No. 38 .....                                                | 32              | 50       | 28           | 110   |
| J. J. LeBlanc, B.A., Clover Bar No. 13 .....                                                     | 114             | 0        | 9            | 123   |
| R. V. McCullough, A.B., Lacombe No. 56 .....                                                     | 47              | 30       | 15           | 92    |
| E. G. McDonald, B.A., B.Ed., Provost No. 33 .....                                                | 39              | 4        | 8            | 51    |
| J. A. McKay, B.Sc., M.A., Pincher Creek No. 29....                                               | 37              | 45       | 15           | 97    |
| Munroe MacLeod, M.A., Wheatland No. 40 .....                                                     | 67              | 2        | 16           | 85    |
| E. C. Miller, B.A., Vermilion No. 25 .....                                                       | 92              | 2        | 12           | 106   |
| G. L. Mowat, B.Sc., Foremost No. 3 .....                                                         | 49              | 5        | 12           | 66    |
| Cyril Pynch, B.A., B.Ed., Strawberry No. 49 .....                                                | 60              | 0        | 5            | 65    |
| R. Racette, B.A., St. Paul No. 45 .....                                                          | 79              | 17       | 10           | 106   |
| C. H. Robinson, M.A., M.Ed., Camrose No. 20 .....                                                | 63              | 24       | 22           | 109   |
| H. R. Ross, B.Sc., Ponoka No. 34 .....                                                           | 92              | 0        | 9            | 101   |
| A. L. Schrag, B.Sc., B.Ed., Spirit River No. 47 .....                                            | 49              | 5        | 6            | 60    |
| R. J. Scott, B.A., Sturgeon No. 21 .....                                                         | 61              | 14       | 14           | 89    |
| J. I. Sheppy, M.A. (Associate Superintendent), Grande Prairie No. 14 and East Smoky No. 54 ..... | 65              | 4        | 12           | 81    |
| S. D. Simonson, B.Sc., Wainwright No. 32 .....                                                   | 61              | 0        | 3            | 64    |
| E. C. Stehelin, B.A., B.Ed., Barrhead No. 59 .....                                               | 80              | 10       | 12           | 102   |
| J. L. Sylvestre, B.Sc., Bonnyville No. 46 .....                                                  | 62              | 45       | 38           | 145   |
| L. A. Thurber, B.Sc., Red Deer No. 35 .....                                                      | 68              | 69       | 25           | 162   |
| L. A. Walker, B.A., B.Paed., Medicine Hat No. 4 .....                                            | 74              | 45       | 23           | 142   |
| J. F. Watkin, M.A., M.Ed., Drumheller No. 30 and Red Deer Valley No. 55 .....                    | 63              | 15       | 14           | 92    |
| E. W. White, B.A., Vegreville No. 19 .....                                                       | 95              | 2        | 32           | 129   |
| Owen Williams, B.A., Lethbridge No. 7 .....                                                      | 72              | 41       | 13           | 126   |
| G. L. Wilson, B.Sc., Calgary No. 41 .....                                                        | 80              | 12       | 9            | 101   |
| H. B. Wilson, B.Sc., B.Ed., Edson No. 12 and Coal Branch No. 58 .....                            | 52              | 19       | 8            | 79    |
| L. B. Yule, B.A., Wetaskiwin No. 36 .....                                                        | 3332            | 720      | 679          | 4731  |

J. C. Jonason, M.A.—Liaison Superintendent between the Faculty of Education and Clover Bar School Division No. 13.

NOTE: The above figures represent the rooms that operated under teachers and the Correspondence School Branch during the year.

### INSPECTORS OF HIGH SCHOOLS

H. C. Sweet, B.A., B.Ed.—Northern Alberta.  
A. W. Reeves, M.A.—Northern Alberta.  
R. Warren, B.A., Ed.M.—Central Alberta  
C. B. Johnson, B.Sc., M.A.—Southern Alberta.

### SUPERVISORS OF SPECIAL SUBJECTS

Miss A. Berneice MacFarlane, B.Ed.—Home Economics.  
A. P. Tingley, B.A.—Industrial Arts.



## DISTRICTS, ROOMS AND OPERATION

|                                                                                     | In<br>Divisions | Not in<br>Divisions | Total |
|-------------------------------------------------------------------------------------|-----------------|---------------------|-------|
| Number of districts                                                                 | 3,692           | 141                 | 3,833 |
| Number of districts in which local school was operated                              | 2,310           | 134                 | 2,444 |
| Number of operating rooms:                                                          |                 |                     |       |
| (a) Under teachers                                                                  | 3,022           | 664                 | 3,686 |
| (b) Under correspondence supervisors                                                | 392             | 9                   | 411   |
| Number of classrooms included in centralizations                                    | 1,145           | 225                 | 1,370 |
| Number of classrooms closed due to teacher shortage and without service of any sort | 1               | 4                   | 5     |
| Number of operating schools (including elementary, intermediate, and high schools)— |                 |                     |       |
| (a) One room                                                                        | 1,826           | 31                  | 1,857 |
| (b) Two rooms                                                                       | 207             | 17                  | 224   |
| (c) Three rooms                                                                     | 79              | 16                  | 95    |
| (d) Four rooms                                                                      | 59              | 20                  | 79    |
| (e) More than four rooms                                                            | 130             | 77                  | 207   |
| Total                                                                               | 2,301           | 161                 | 2,462 |
| Number of school vans operated—                                                     |                 |                     |       |
| Regular routes                                                                      |                 | 746                 |       |
| Due to teacher shortage                                                             |                 | 21                  |       |
| Number of pupils carried by vans—                                                   |                 |                     |       |
| Regular routes                                                                      |                 | 18,103              |       |
| Due to teacher shortage                                                             |                 | 400                 |       |
| Number of families receiving conveyance allowances—                                 |                 |                     |       |
| Normal cases                                                                        |                 | 1,435               |       |
| Due to teacher shortage                                                             |                 | 29                  |       |
| Centralized schools in operation—                                                   |                 |                     |       |
| Two-room schools                                                                    |                 | 72                  |       |
| Three-room schools                                                                  |                 | 57                  |       |
| Four-room schools                                                                   |                 | 47                  |       |
| More than four rooms                                                                |                 | 109                 |       |

## INSPECTION AND SUPERVISION

Number of rooms visited in supervisory capacity during the year:

|                                                 | In<br>Divisions | Not in<br>Divisions but<br>In Inspectorates | Outside<br>Inspectorates | Total |
|-------------------------------------------------|-----------------|---------------------------------------------|--------------------------|-------|
| Once                                            | 1,160           | 514                                         | 144                      | 1,818 |
| Twice                                           | 1,282           | 119                                         | 4                        | 1,405 |
| Three times                                     | 574             | 23                                          | 3                        | 600   |
| Four times or more                              | 355             | 13                                          | 0                        | 368   |
| Number of visits of half-day duration           |                 |                                             |                          | 5,743 |
| Number of visits of less than half-day duration |                 |                                             |                          | 2,445 |
| Number of complete reports submitted            |                 |                                             |                          | 3,314 |
| Number of memo reports to teachers              |                 |                                             |                          | 1,917 |
| Number of visits with no report                 |                 |                                             |                          | 2,957 |

|                                                                                    | In<br>Divisions | Not in<br>Divisions | Total |
|------------------------------------------------------------------------------------|-----------------|---------------------|-------|
| Number of rooms, the work of which was not inspected or supervised during the year | 102             | 45                  | 147   |

## INSTRUCTION IN GRADES ABOVE THE EIGHTH

|                                                                              |     |
|------------------------------------------------------------------------------|-----|
| Number of one-room schools offering instruction in Grade IX                  | 648 |
| Number of one-room schools offering instruction in Grade X                   | 3   |
| Number of one-room schools offering instruction in Grade XI                  | 0   |
| Number of one-room schools offering instruction in grades above Grade VIII.. | 651 |

## SUMMARY OF WORK

## Number of days sent in work of supervision:

|                                                                                  | Total Days      | Average      |
|----------------------------------------------------------------------------------|-----------------|--------------|
| (a) Schools in divisions                                                         | 3,379.25        | 64.99        |
| (b) Schools in inspectorates but not in divisions                                | 386.75          | 7.44         |
| (c) Schools not in inspectorates                                                 | 76              | 1.46         |
| (d) Indian schools                                                               | 26.75           | .51          |
| (e) Private schools                                                              | 45              | .87          |
|                                                                                  | <hr/> 3,918.75  | <hr/> 75.27  |
| Investigations or administrative work:                                           |                 |              |
| (a) In divisions                                                                 | 2,826           | 54.84        |
| (b) In school districts not in divisions                                         | 109.5           | 2.11         |
| Performance of duties as official trustees                                       | 196             | 3.77         |
| Attendance work                                                                  | 225             | 4.33         |
| Examination work for the Department                                              | 59              | 1.13         |
| Teaching in summer school                                                        | 58              | 1.11         |
| Other special work for the Department                                            | 505.75          | 9.73         |
| Reports, correspondence, office duties                                           | 4,350.75        | 83.67        |
| Attendance at meetings of divisional boards                                      | 782.25          | 15.04        |
| Attendance at conventions, school fairs, subdivisonal meetings, field days, etc. | 1,128.75        | 21.71        |
|                                                                                  | <hr/> 10,241.00 | <hr/> 196.94 |
| Grand total for work of all kinds                                                | 14,154.75       | 272.21       |

## TABLE OF MILEAGE

## Miles travelled—

|                                           | Total         | Average         |
|-------------------------------------------|---------------|-----------------|
| Rail                                      | 42,490        | 817.11          |
| Bus                                       | 4,851         | 93.28           |
| Air                                       | 1,000         | 19.28           |
| Boat                                      | 250           | 4.87            |
| Road—(a) Own car                          | 446,887       | 8,594.02        |
| (b) Other conveyance                      | 2,974         | 57.19           |
| (c) Car mileage not charged to Department | 51,885        | 997.78          |
| Total                                     | <hr/> 550,337 | <hr/> 10,583.48 |

## SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED BY REPORTS OF THE DIVISIONAL SUPERINTENDENTS

(Consolidated by J. F. WATKIN)

In the following pages the statements of the various Inspector-Superintendents have been consolidated and generalized to provide as comprehensive a picture as possible of educational conditions and progress in the Schools of Alberta.

### A—GENERAL ECONOMIC CONDITIONS

The economic picture of rural and urban Alberta in 1948 is one of general prosperity and significant development, the general high level of all commodity prices more than compensating for below average production in a few areas. Apprehension caused by a very late spring was dispelled in most areas by a rapid growing season and ideal harvest weather. In the central and southern parts of the Province the yield of grain approached or surpassed all previous records. Drought seriously reduced the yield over a considerable belt extending in the main from Athabasca in the North to Oyen in the South, and including the Inspectorates of Athabasca, Smoky Lake, Two Hills, Vegreville, Provost, Neutral Hills and Acadia. Losses from hail and frost were comparatively light. The practice of some mixed farming in this year's drought area together with the prevailing high prices

for livestock, served to maintain the level of returns from the land. The mixed farming, lumbering, mining, and dairying industries enjoyed a period of high production and lucrative returns. The past year witnessed important economic developments:

- (1) Pushing forward the area of settlement to the North and West.
- (2) Extending the irrigation areas in the South and East.
- (3) Probing for oil throughout the length and breadth of the Province.

In several areas the educational authorities have already been called upon to keep pace with these developments, and it is not improbable that they may have far reaching implications for education in the immediate future.

In the older settled areas of the Province the past few years of unprecedented prosperity have induced many farmers to retire. Movement to the urban centres continued with an accompanying shift in school population. Better farm homes and buildings, more labour saving devices, and new machinery all indicate greater prosperity in the rural areas. Some apprehension regarding increasing mill rates is expressed but tax collections remained at a high level and school requisitions were promptly met.

In the urban centres there was no unemployment; money was plentiful, and business turnover reached a new high.

#### B.—OPERATION OF SCHOOLS

##### (a) *Comparison of School Operation Effectiveness with that of 1947:*

The effectiveness of the operation of our schools is determined first by the extent to which they provide educational facilities for all children of school age—that is the minimum requirement. Secondly, consideration must be given to the quality of the teaching service and instruction generally.

Two factors in the main determined the extent to which the minimum requirement was met during 1948, these being first teacher supply, and secondly the centralizations and conveyance services. It is the consensus of opinion of the Superintendents that there was some improvement in teacher supply during 1948. Only four of the reports indicated continued deterioration, while in all other cases the improvement ranged from slight to very appreciable. Supervisors were employed in all but eight Divisions, but 1948 saw a significant decrease in the number of supervised centres. At present ten Northern Divisions, namely, Peace River, Edson, Grande Prairie, Wainwright, Athabasca, St. Paul, Bonnyville, Fairview, La la Biche and Barrhead employ 198 of the 403 supervisors.

The 1948 decrease in the number of supervised centres cannot, however, be used as a measure of the improvement in teacher supply, since in many areas the reduction was effected by further centralizations either temporary or permanent in nature. It is generally agreed that centralization more than any other factor

contributed toward improvement of conditions during 1948, particularly in the rural areas. During the period from February to May, however, road conditions seriously disrupted van service, and periodically brought it to a standstill. Irregular attendance consequently retarded progress in many schools during the spring term. Conditions during the fall term were ideal and conveyances operated generally with maximum efficiency.

Although the percentage of students receiving their instruction from qualified teachers increased several of the superintendents expressed concern regarding the quality of the teaching personnel and the effectiveness of the instruction given in many rural schools.

*(b) Centralization of Schools Presently Operating in the Division; Centralizations Anticipated or Desirable; Financial Implications.*

The trend toward centralization became more marked during 1948 with practically all areas reporting some progress in this direction. In the Lethbridge, Foremost and Taber Divisions the process is now practically complete, while St. Mary's River, Macleod, Foothills and Wheatland have made rapid strides. In the Barrhead area 27 rooms were closed during the past year, and the children are now being transported to graded schools. In a number of Divisions centralization has been adopted as the policy of the Boards and long term plans are gradually being implemented. In other cases the Boards have initiated their first centralizations as alternatives to closed schools or supervised centres.

The opinion of the superintendents as to the desirability of further centralization is clearly defined in so far as high school facilities are concerned. It is quite generally agreed that where feasible the number of high school centres should be reduced and instruction at this level concentrated in a few large Divisional High Schools. This apparent trend toward concentration of high school facilities at one strategic centre serving the whole Divisional area has important implications. If the trend continues, the centralization of the facilities at the elementary and intermediate levels must be justified entirely on merits other than the usual inducement of improved high school services at the points of centralization. The desirability of further centralization at the Elementary and Intermediate levels cannot be seriously questioned when, as is frequently the case, it is the only alternative to closed schools or incompetent teachers. Nor does there appear to be any question as to the desirability of extending centralization to eliminate the small rural school in so far as this can be done. Even under a competent teacher the disadvantages of the small rural school with only a handful of pupils are apparent to all. The advantages offered by efficient graded schools with optimum enrolment and within a few miles of the homes of the pupils attending are equally apparent. Beyond this point questions begin to arise, and the advantages of larger centralizations for elementary and intermediate pupils must be weighed against the disadvantages of extended conveyance routes. The extent to which centralization advanced in the various Divisions in 1948 was determined in the main by five factors, namely, teacher supply, the



policy favoured by the Divisional Board, the reaction of ratepayers, road conditions, and finally by ability to provide accommodation at proposed centres.

The financial implications of the centralization plans reported by the superintendents are far reaching, the need for new school plants and transportation equipment being reported from practically all sections of the Province. In one Division alone a long term centralization plan, to be implemented gradually, will entail an eventual expenditure exceeding \$1,000,000.00 for buildings and conveyance equipment.

*(c) Other Means Used to Provide Educational Services.*

Inability to staff the schools with competent teachers led the Boards to adopt various expedients in an effort to maintain educational services in their areas. The most effective means was the temporary and permanent centralizations mentioned in the preceding section. In over fifty of the Divisions the services of the Correspondence School Branch of the Department of Education were called upon to bring instruction to isolated students, and to provide educational service in 403 districts without teachers. These districts were in charge of supervisors placed in the schools mainly in an administrative capacity, to carry out school routine, and to assist students in following their instructions from the Correspondence Branch. In four of the Divisions travelling teachers maintained close contact with the supervised centres. In Divisions employing supervisors the Boards generally followed the policy of alternating teachers and supervisors in an effort to insure that no child was without a qualified teacher during successive years. The radio was used quite extensively to bring instruction to the correspondence centres.

The impossibility of bringing educational service to the students in sparsely settled areas placed considerable inconvenience and hardship on the parents who unwillingly accepted the responsibility for transporting their own children. In such cases the Divisional Boards granted a conveyance allowance in lieu of transportation. In some instances the students boarded away from home and received a boarding allowance.

In several of the Northern Divisions graduates from the Faculty of Education were placed in the schools at the first of May and the schools remained in operation during the months of July and August.

In addition to these various means adopted to meet the immediate situation, several Divisional Boards offered teacher training scholarships in an effort to induce more local graduates to enter the profession. The scholarships ranged in amount from \$100 to \$300 and generally carried some obligation to teach in the Division for a stipulated period.

*(d) Salary Levels of Teachers.*

The upward trend in teachers' salaries continued during 1948. The former wide variations not only in maxima, minima, increments and other allowances, but also in the type and form of the numerous schedules tended to show greater uniformity. This

fact raises some hope that the Province is slowly moving toward implementation of a provincial schedule or series of schedules.

Thirty-four of the Divisional Schedules negotiated for 1948 were of the "Single Salary Type." Under this type of schedule teachers are paid on the basis of training and experience, regardless of grade taught. The remainder were of the "Positional Type" under which the Intermediate and High School teachers are paid at higher rates than those in charge of elementary classrooms.

The lowest basic minimum in any Division in 1948 was \$1,300, while the highest was \$1,600. The large majority of the minima were from \$1,400 to \$1,500. With few exceptions the annual increment was \$100 a year for either seven or eight years, bringing the basic maxima to figures ranging from \$2,000 to \$2,300. The allowance for University credits ranged from \$40 to \$60 per course, with maxima of from \$350 in one case to \$900 in another, the average figure being about \$700.

Practically all Boards granted full allowance at increment rate for unbroken past experience. A considerable number of schedules had limiting clauses affecting holders of Interim Certificates, Second Class Certificates and Letters of Authority.

Principals of graded schools received an additional allowance for administration and supervision, the amounts ranging from \$100 to \$500 depending upon the size of the school.

Many Schedules were supplemented by additional clauses under which further payments were made for special certificates, heavy enrolment and other considerations.

The Department of Education provided isolation bonuses of from \$50 to \$250 for schools which qualified under an objective rating scheme. The effect of these bonuses is to raise the salaries for isolated schools to a higher level than that paid at more desirable locations. This offers some inducement to teachers to accept schools in the less desirable districts.

*(e) Competence and Availability of Teachers.*

In spite of the decrease in the number of supervised centres and closed schools, the overall picture indicates little general improvement in the availability of qualified teachers for elementary grades. There was appreciable improvement at the High School level. A few Divisions reported definite improvement, many merely held the line, while others experienced greater difficulty than during the preceding year, and stated that not one application was received for rural school positions. The following observations regarding the teacher situation were frequently mentioned by the superintendents:

(1) The supply of Intermediate and High School teachers showed definite improvement.

(2) Village and town schools with favorable schedules had less difficulty in staffing their schools.

(3) There was somewhat less movement of teachers during the past year.

(4) Higher salaries have attracted a considerable number of former teachers.

(5) The percentage of married teachers employed was high in all areas ranging up to 50% in one Division employing 84 teachers. Although many of this group are competent and permanent, probably 50% are working only on a year-to-year basis and would not be retained under more normal conditions.

(6) Married teachers generally have home ties holding them to their local districts, but the young graduates seldom remain in the rural area for any length of time. With a minimum of experience they request town schools. If the Board cannot oblige they find little difficulty in securing a position elsewhere.

(7) Teachers from Saskatchewan came to this Province in increasing numbers.

(8) Factors such as nearness to the city had much to do with teacher supply.

(9) There was little or no selection in consideration of applicants.

These observations indicate that the situation remained critical during 1948.

In estimating the competence of the teaching personnel several categories of teachers were mentioned by the superintendents, namely, recent graduates, more experienced teachers, married women, and finally those lacking full qualifications.

It is generally agreed that the quality of the recent graduate of the Faculty of Education is better than during the war years. An adequate supply of graduates for senior rooms has effected marked improvement in the quality of work being done at the intermediate and high school levels. The young teachers coming out to the elementary classrooms appeared enthusiastic and anxious to succeed. Their training however appeared weak in matters relating to organization of an ungraded classroom, and there was some reluctance to accept schools with grade nine enrolment. On the whole it is felt that these young people not only have a better grasp of general teaching principles, but they are more receptive of suggestions regarding their work than are many of the older teachers who have become quite set in their ways. With very few exceptions the recent graduates are reported as doing promising work.

There is in the Province a considerable body of fully trained experienced teachers whose presence during the past few critical years has done much to maintain acceptable standards in the schools. More generous allowances for qualifications has stimulated members of this group to attend Summer Sessions to improve their standing. These teachers tend to gravitate to the central schools and urban centres. As a body they constitute the stable element in the profession today.

The presence of large numbers of married women, up to 50% in several Divisions, is a disturbing factor. A considerable number of this group however are permanent teachers whose qualifications and teaching ability are by no means inferior. These

latter are an asset to the profession, and on the whole are doing work not surpassed by any other group. It is however estimated that at least 50% of the married women are serving only in a temporary capacity. Many have been conscripted against their wishes by local pressure; some have a genuine desire to help out in a critical period, while others have been attracted only by the salary, and have little or no genuine interest in their work. The home responsibilities of many of these teachers are so heavy that even the more conscientious among them find it impossible to throw real effort into their school work. They are generally tied to their home districts where they are least capable of working effectively.

The last of the four groups includes a large number of people with inferior qualifications. At some time these people have had some teacher training in Alberta, perhaps twenty or more years ago, or they may hold certificates issued outside the Province. They are employed temporarily in Alberta, usually under a Letter of Authority, issued on the recommendation of the local superintendent. As a group they have some experience with classroom routine, and some basic training in general teaching methods, but usually they have little if any familiarity with the content or underlying philosophy of the Alberta curriculum.

In summary, it is concluded from the reports of the Superintendents that the competence of the teaching personnel has improved in so far as recent graduates and permanent members of the profession are concerned. Improvement in these two categories is counteracted by the necessity of employing increasing numbers of married women with home responsibilities, and other people with inferior qualifications. There are two obvious conclusions. The competence of the teaching body as a whole can be improved by:

- (1) Continued elimination of the two lower categories by increasing centralization of small schools.

- (2) An all-out effort to increase the proportion of teachers in category one, perhaps to the extent of completely subsidizing training in the one-year course.

#### C.—SCHOOL DIVISION ADMINISTRATION.

##### (a) *A General Survey of Divisional Finances.*

The following conclusions are drawn from a study of the Superintendents' surveys of Divisional finances:

- (1) The cost of maintaining existing services rose to a new high level during 1948.

- (2) Improvement of buildings, transportation equipment, and services accounted for a further substantial increase in operation costs. Building costs invariably exceeded estimates with consequent financial embarrassment in several Divisions.

- (3) Capital expenditures in a number of Divisions have been financed to date entirely from current revenues. Boards in these areas favour increased tax levies during the present period of financial prosperity, and anticipate that their freedom from fixed

debts will enable them substantially to reduce expenditures during a period of recession.

(4) Debentures have been issued by a number of Divisions to finance more or less extensive building projects. Sale of the debentures at a premium in several cases is an indication of the sound financial position of these Divisions.

(5) Grants received during the year were considerably above the figures estimated by some boards, but the increase in uncontrollable expenditures, particularly teachers' salaries, more than offset grant increases. Reports from a number of areas indicate that the pace of future progress will be determined by further grant increases.

(6) Increases in school requisitions were general in 1948 with further increases apparently inevitable for 1949. Divisions whose requisitions were reduced by the Commissioner invariably reported budget deficits.

(7) Although a few Divisions reported concern about rising mill rates there appears to be little complaint or opposition in the majority of areas. There is a general desire for improvements in rural education, and the ratepayers up to the present have been both willing and able to meet the increased costs. There does however appear to be a growing feeling that this process cannot continue indefinitely. Many Boards have a genuine desire to stabilize their expenditures but in view of uncontrollable factors this would necessitate a curtailment of services.

*(b) Janitor and Maintenance Services.*

Janitor service in the rural schools is generally reported as a troublesome administrative problem. The traditional practice of having this work performed by the teacher in return for free teacherage rental and fuel is still more or less relied upon in a number of Divisions. An increasing number of teachers now refuse to accept this responsibility in which case the general alternative is to delegate it to one or more of the students. In scattered instances a close neighbor has been prevailed upon to do the firing in the winter months. Every local district has its own peculiar problems and consequently Divisional Boards have almost invariably found uniform rates of pay or schedules of duties of little value. Arrangements for this service are often delegated to the sub-divisional trustee and in some cases to the local boards. Wages paid vary greatly from a low of \$5.00 a month in some Divisions to \$15.00 in others. There appears to be little relation between the wage paid and the type of service received, it being generally reported that the service is unsatisfactory. There is usually a direct relationship between teacher efficiency and the standard of janitor service in the rural school.

In the centralized and graded schools a much happier situation prevails since it is generally possible to obtain efficient service on either a part-time or full-time basis. In these larger centres the janitors are usually handy men who attend to all ordinary repairs and maintenance work. In contrast with the rural schools efficient janitor service in the larger centres is invariably reflected by the well-kept condition of school plants, furniture and equipment.

Three general methods were employed by the Divisions to effect maintenance of their school plants and equipment. The majority of the Divisions now employ full-time repair men who serve in various capacities from all-round handyman to building superintendent. One Division pays \$3,000 a year for this service, but the average salary is considerably below this figure. Equipment provided by the Divisions includes trucks, workshops, painting outfits, and power equipment. During the summer months repair crews usually spend their full time at the schools. In the winter months they attend to emergency repairs, and do considerable shop work such as furniture repairs, remodelling desks, and building tables, bookcases, cupboards, washstands and other equipment. It is felt that a good salary paid to a competent repair man is money well spent. A few superintendents reported that the service was not wholly satisfactory due either to lack of supervision by the trustees, or to high cost of servicing all schools from one central point which necessitated too much time being spent on the road.

A number of Divisions still depend largely on local labour for all maintenance work. In such cases the work usually is handled by the sub-divisional trustee who contracts it to individuals, generally in the immediate vicinity. The availability of such labour depends much upon economic conditions in the district from year to year. It is reported that this type of maintenance is not dependable, generally expensive and frequently inferior.

One Division operating only graded schools reports that all maintenance work not performed by janitors is let out by tender.

Responsibilities of the Inspector-Superintendents in this field vary greatly from Division to Division. The representative of the Department generally serves only in an advisory capacity, it being a general practice for the superintendent to accompany the Divisional trustee on an annual building survey. In a few Divisions the superintendents carry much more responsibility, and in one case at least this extended to, "the purchasing and delivery of materials, the hiring of carpenters, the giving of instructions, and supervision of work."

The amount budgeted for maintenance work has increased in line with all other services. Local interest in the school appears vital to efficient janitor and maintenance service.

(c) *Building.*

Although substantial progress has been made towards improvement of buildings and equipment, it is generally agreed that a large percentage of the schools are still far from adequate in either respect. Inadequacies in the buildings themselves include poor original construction, general deterioration of older buildings, lack of basements, no insulation, faulty lighting, defective planning, and lack of auxiliary rooms. Equipment is in many cases antiquated, worn out and meagre.

Problems relating to accommodation fall into two general categories, namely, those common to areas of increasing school

populations, including newly settled rural areas, urban centres, and points of centralization; and secondly, those peculiar to older sections of the Province where the rural school population continues to decline steadily. The great bulk of the accommodation problems reported are within the first category. Educational facilities must be provided over a widening rural area, and generally there is no alternative to new construction, either permanent or temporary in nature. The continuing influx to urban centres, together with the pressure created by centralizations around the towns and villages, has created a serious problem in all parts of the Province. Several new modern buildings or extensions of present plants have been completed, others are under way, while many still remain in the planning stage. Meanwhile temporary accommodation has been pressed into service by opening basement rooms, renting usable buildings, or hauling in abandoned rural schools.

In the areas of declining rural population, mainly in the southern and east central sections, the same problems exist at the urban centres. In the rural area there is ample accommodation, but often it is far from satisfactory. Prohibitive distances rule out centralization, while present enrolments are so small and uncertain that new buildings or any costly modernization programmes cannot be justified.

During the past year an impressive construction programme has been underway in the Province. Its completion, together with plans anticipated for the immediate future should do much to improve the over-all situation. Although a number of one- and two-room schools were erected during the year, it is significant to note that in their building activities Boards in the main gave precedence to larger units. The Lac Ste. Anne Division did considerable work on teacherages during 1948, with new two- to four-room buildings or additions being reported at eight locations.

Labour and materials were both somewhat more readily available during 1948, and there was some improvement in the quality of each. Prices of both were very high with the result that estimates of building costs often proved far too low.

Plans for future building have been formulated in detail by a number of Divisions, while in other areas they are held in abeyance pending decisions on policies of centralization, or inclusion of larger centres not at present in the Divisions. It is however apparent that building programmes are now increasingly governed by long-range policies with more forethought being given to developing of contemplated centralizations.

Although construction precedence is being given to larger units, there are many districts where conditions will necessitate the building or extensive renovation of one- or two-room units in the immediate future. A tabulation based on the reports of the Superintendents indicates that within the next three years 151 one-room schools will have to be built, and 49 others will require extensive renovation. Some 81 additional buildings or extensions are required during the same period. A few of these are two-room structures, but the majority range from four to twelve or more rooms.

(d) *Libraries.*

Since formation of the School Divisions library policies passed through an experimental period and have now come to conform to a fairly uniform pattern.

In general three types of library service are provided with each Division employing some variation of one or more of the three types. All Divisions provide basic libraries in the individual schools ranging in their completeness from essential reference books only to complete libraries covering all requirements. Additions to the basic libraries are made annually to the amount of from \$1.00 to \$2.00 per pupil. Selection is generally the responsibility of the local teacher, although in some instances a Teachers' Committee selects a uniform list of new titles for each school. The basic libraries of a number of Divisions include student periodicals such as Canadian Nature, Geographic, World Affairs, and several of the more popular professional magazines for teachers.

In the majority of the Divisions the basic library service is supplemented by a central library usually operating under the mailing system. This library often has 4,000 or more volumes covering supplementary readers, fiction, and additional references in all fields. Recordings are included in several libraries, while one Division is building up a film-strip department. Librarians are employed in a few Divisions but more frequently the office staff serve in this capacity.

The third method employed is that of circulating boxes which travel from school to school according to some form of schedule.

Substantial appropriations from year to year have improved the library situation to such an extent that policy appears to be swinging back in favour of strengthening the local libraries. Several Divisions now retain only fiction and teachers' professional books in their central libraries, all other materials having been distributed to the schools. The trend toward centralization of the schools themselves is largely responsible for this change.

Annual expenditures for libraries range from a minimum of approximately \$1,000 a year to as much as \$6,300 reported to have been spent in the Clover Bar Division during 1948. Superintendents generally agree that there has been a marked improvement in the libraries with an appreciable further advance being made during 1948.

(e) *Annual Meetings.*

Almost without exception the Superintendents reported very poor attendance at the annual meetings held in 1948, especially so in sub-divisions where no election was in prospect. Local opinion appears divided on the desirability of joint annual meetings, although resolutions requesting the change were passed at a number of meetings. This year's poor attendance was variously attributed to a combination of the following factors:

(1) Lack of active interest, which may indicate a large measure of satisfaction with the manner in which the Divisions are administered.



(2) Extremely cold weather at the time many meetings were held.

(3) A feeling that the local ratepayer has little influence in Divisional matters.

In spite of poor attendance, the Superintendents reported that the majority of those present showed interest of a constructive nature, and their discussions indicated a large measure of satisfaction with board policies.

As a result of recent changes in the school year, opinion is almost unanimously opposed to the 1948 arrangement with respect to Annual Meetings. It is agreed that the change in the school year was desirable, but that the dates of the annual meetings should now be moved ahead possibly into February.

#### D.—FURNITURE AND EQUIPMENT

School Division budgets allow varying amounts for the purchase of necessary furniture and equipment. Inequalities between districts have been greatly levelled, and a gradual improvement is being effected. The rate of progress has been retarded by lack of funds, the necessity of equipping new schools, and by difficulties in obtaining several items such as modern desks and maps. The most noticeable general improvement has been in respect to school desks, several Divisions having now equipped all classrooms with modern chair-desks. Several Divisions are proceeding with a replacement programme at the rate of from 100 to 200 units each year. A large surplus of the rigid type of desks in other Divisions has led the Boards to adopt a policy of overhauling and refinishing these. It is reported that the repair men in several Divisions make very satisfactory desks. The old-fashioned double desks have disappeared from all but a few schools, although a number of classrooms in the Northern areas are still carrying on with roughly constructed tables and benches. A typical well-equipped classroom in many of the older Divisions has chair desks, a good teacher's chair, several visitors' chairs, bookcases, supply cupboards, shelves, piano, radio, record player, work-table, sand-table, science kit, maps, globe, washstand and water cooler, bulletin boards, typewriters and frequently electric lights, a hot plate, and some type of projector. At the other extreme the typical classroom in one of the newer northern Divisions is described by the Superintendent as follows:

"The barest minimum of furniture and equipment is the rule in all schools of the Inspectorate. Many desks are old and outworn; many rooms continue to use homemade desks for pupils. Some have only boxes, cubes of wood and other makeshifts. No classroom has a suitable laboratory; several schools use the cloakroom, the end of the classroom or a corner for science work. Storage space for science equipment especially and for school supplies is lacking in several. There are too few teaching aids such as maps, globes, charts, busy-work material, etc."

In Non-Divisional districts, particularly those of the urban centres, the typical school is well equipped, and the furniture has been kept in a state of good repair. Divisional schools of com-

parable size have generally taken the lead, particularly in respect to more modern teaching aids such as record players, radios, and projectors of various types.

At present some 1,223 school radios are in use throughout the Province. The school broadcasts are looked upon as valuable teaching aids, although in a few cases the inertia of the teacher restricts the most advantageous use of the broadcasts. In several Divisions use of the radio is limited to from 30 to 45 minutes of classroom time. Approximately 221 projectors are in use in the Province, many of these being employed on circuits or in central schools, thus raising appreciably the number of classrooms receiving visual instruction. Three main types of machines are in use, namely, Sound, Silent and Film Strip projectors. The teaching value of the Film Strip machine is generally considered superior to that of either of the more costly types.

#### E.—SPECIAL SERVICES

##### (a) *Dormitories.*

During 1948 dormitory facilities for high school students were maintained at 26 points in the Province. Three of the institutions were operated by religious bodies while the remaining 23 were under direct control of their respective Divisional Boards. Total enrolment reported for all dormitories during the fall term was 1,234. Costs to the pupil were from a low of \$15.00 to a high of \$23.00 a month exclusive of weekends, the average figure being approximately \$18.00. Better services and more modern conveniences in the larger institutions usually result in slightly higher rates. Several of the smaller dormitories, such as those at Kathryn, Spirit River, Bon Accord, and Lacombe, had enrolments of from ten to fifteen pupils, while larger institutions such as those at Oyen, Drumheller, Wetaskiwin, Kitscotty and Sedgewick each had an enrolment of approximately 60 pupils. The three largest dormitories, operating at Grande Prairie, High Prairie, and Red Deer had enrolments of 91, 150, and 290 students respectively.

Present grant regulations provide an annual grant of \$30.00 per pupil registered in a school dormitory with the stipulation that the benefit of such grant must be passed on to the students. This has enabled the Boards to maintain lower rates than they could otherwise have done. Dormitories are usually operated at a loss with the deficit being recovered in part from grants, and the remainder coming from general revenue.

Several of the larger dormitories use the ward system, mainly for reasons of economy in construction, but cubicles for two or more pupils such as those provided at Red Deer are considered to have distinct advantages. Expansion of the spacious dormitory at the Red Deer Composite School continued during 1948. At present it provides accommodation for 150 boys and 140 girls. It has a staff of six in the kitchen, three in the dining room, a matron and two assistants for girls, with three assistants for boys. All pupils are housed in cubicles holding two persons. The building is heated by hot water and fired with gas. The board is \$23.00 a month including medical fees.

School dormitories have provided a satisfactory solution to the

rural high school problem in their respective areas. Larger centralizations are already revealing the need of new dormitory buildings or expansion of facilities at the larger centres. The same process has likewise decreased the dormitory enrolment at a few points where only limited high school facilities are available.

The operation of a dormitory adds further to the growing list of administrative problems that result from increasing educational services in the Divisions. Smoothness of operation depends much upon the efficiency of the staff in charge. If the institution is effectively operated with strict enforcement of regulations this type of group living can be looked upon as a significant phase of the pupil's education.

(b) *Conveyances.*

With only one or two exceptions all Divisions operated conveyances during 1948. These varied in type and efficiency from a few horse-drawn vehicles and converted trucks, to passenger cars, especially equipped panel deliveries, and large modern buses carrying from 45 to 60 pupils. Regulations of the Highway Traffic Board are now being strictly enforced and consequently much of the former makeshift equipment had to be abandoned. This has been in the best interests of the children and all others concerned.

In the past a majority of the Divisions had favoured private ownership of conveyances since this method relieved the board of both the initial cost for equipment and responsibility for its maintenance and repair. The high standard of equipment now demanded has discouraged private ownership and consequently there has been a marked trend toward Divisional ownership. A few Divisions such as Camrose, use Divisionally owned buses exclusively, but in the majority of Divisions both practices are followed. Private ownership has in the main been limited to lighter vehicles and passenger cars, but sometimes it includes special vehicles purchased with Divisional backing. The present trend is toward the use of large, modern Divisionally owned buses on main conveyance routes, with a considerable number of privately owned passenger cars operating on shorter runs or feeder lines to main bus routes.

The length of the numerous routes varies from 5 to over 75 miles for one round trip, but in the majority of cases Boards are endeavouring to limit routes to within a maximum of 15 miles one way. When this is done the pupil is generally required to spend from 10 to 45 minutes on the bus during one trip. In a few cases longer routes are being attempted, but are not wholly satisfactory since in some cases students are reported to be spending three hours a day in the bus.

The main conveyance problem invariably reported from all areas is the lack of good roads, this factor generally determining the extent to which conveyance is employed. The demand for modern equipment, and the prevalent high prices has discouraged private ownership and made heavy financial demands on the Boards. As the service improves the demand increases, not only for the establishment of additional routes, but for extension of present lines to include service to the pupils' doors. Good equip-

ment is now procurable, but generally there is a delay of some six months in obtaining delivery. The wages of drivers together with costs of maintenance and operation have soared tremendously.

The growth of the transportation system in several Divisions has led to the necessity of setting up a mechanical department with a full-time mechanic in charge of the servicing and repair of equipment. In other cases this service is obtained through the local garages either under a contract agreement, or at ordinary rates as the necessity arises.

(c) *Health.*

The reports of the Superintendents reveal little uniformity of pattern in the field of health services except in areas where complete Health Units are functioning. Some of the earlier Health Units were organized on a School Division basis and close liaison has been maintained between the two bodies. In other areas the schools of one Division are served by as many as three Health Units. In areas fortunate enough to receive the services of one of these Units an efficient preventive programme is being carried out with little direct responsibility being carried by the Divisional Board. The services provided include immunization work, health examination of all school children and reports to parents, clinics for pre-school children, and a programme of health education throughout the area.

The scarcity of doctors and nurses has delayed the setting up of complete units at many points where this service has been anticipated for some time. In a few areas Units are functioning with one trained nurse in charge at each. Other areas depend entirely on the services available from the Public Health nurses stationed throughout the Province. A few Divisions such as Wainwright and Wheatland have hired their own nurses and embarked on limited school health programmes, while in a number of instances the Boards have engaged local doctors to carry out periodic examinations or immunization work in the schools. In other areas there is a complete absence of any direct service in the field of Health.

Indirect services in the interests of Health are being provided in some measure in all School Divisions. These include vitamin capsules during the winter months, sanitary items such as drinking cups, paper towels and toilet tissue, hygienic equipment, including water containers, bathroom scales, first aid kits and thermometers, and finally playground equipment of all kinds.

There appears to be much variation in the prevailing arrangements for transportation of nurses engaged on school work. Those employed by the Health Units drive their own cars as do several of the Public Health nurses. Transportation of the District nurses and Public Health nurses is usually provided on a joint basis by the Department of Public Health and the Boards of the Divisions receiving service. Several superintendents report that the nurses' car is provided by the Division and operated on a 50-50 basis with the Department of Health. It is invariably reported that valuable work is being done by the nurses but the extent of the territory to be covered is often a limiting factor. Transportation arrangements present problems in a few instances.

The valuable work of the Provincial Mental Health Clinics has now been extended over a wider area of the Province.

Future developments in Health services will undoubtedly be in the field of follow-up work, since there is considerable feeling that much of the money at present spent on a purely preventive programme is wasted inasmuch as parents do not take any action when defects are reported. Some progress in this direction has been made by the Medicine Hat Division which bears part of the cost of glasses for school children. Other Divisions are already considering providing dental clinics.

While some of the more advanced areas are now considering extending health services into the field of treatment, there is urgent need for the introduction of at least minimum preventive services in many areas of the Province.

*(d) Pupils' Supplies.*

Several policies governing the distribution of pupil supplies have evolved during the period of Divisional operation and these now continue with minor modifications from year to year.

It is general policy of all Boards to facilitate provision of any pupil supplies or classroom requirements considered necessary for efficient operation, but the extent to which the numerous items are supplied without charge to the pupils varies considerably. Classroom requirements such as chalk, construction paper and many other items are always furnished free. In a number of Divisions the list of free supplies is extended to include all pupil requirements such as pencils, scribblers and crayons. All supplies are generally issued on a quota basis in order to check waste and teachers are required to record the distribution to each pupil. The issue of free supplies does not generally include text books, although a few Divisions report satisfactory schemes under which all texts are owned by the Division and rented to the pupils at a nominal rate. In other areas pupils' orders for texts are channelled through the Divisional office and a 15% reduction is thus obtained on the purchase price. The most prevalent policy governing pupil supplies is one under which estimated requirements are forwarded to the schools from the Divisional office, and items are sold to the pupil at cost. In such cases the teacher is responsible for the sale of the supplies.

The practice of free distribution of all pupil supplies, their sale at cost price, or a combination of both policies is followed with some modification in practically all Divisions. In three cases the policy of free issue has recently been modified or completely discontinued as a result of waste. In other areas it is felt that waste does occur, but it is not regarded as serious enough to condemn the policy. The solution appears to be in better administration on the part of the teacher.

Requirements of pupil and classroom supplies for the year are estimated in advance by the Divisions and purchases made after tenders are received from wholesale houses. This policy on the part of the Divisions has not only served to standardize the supplies in all schools, but has effected considerable saving which more than compensates for a comparatively small amount of waste.

Other supply services include numerous items ranging from janitor requirements to teacherage furniture. Sports equipment is usually provided each spring on a basis of from five to ten dollars per classroom. In some cases pupils are required to pay part of this amount in the hope that part ownership will foster better care of the equipment. For the same reason this policy of part ownership is sometimes extended to cover the purchase of radios, projectors and other special equipment.

*(e) School Lunch Programme.*

Growing interest on the part of Divisional Boards together with the combined influence of the nurses and home economists effected considerable extension of hot lunch services during the past school year. The interest of the Boards is shown by a general willingness not only to pay nominal expenses connected with the service, but also to install the equipment and utensils required.

Several Superintendents report that no organized lunch programme is in operation and the extent of the service depends much upon the initiative of the teacher and interest shown by the parents themselves. In the Macleod Division however it is reported that hot lunches are served in approximately 90% of the schools, and that the service is enthusiastically approved by both parents and pupils.

During the December term of 1948 an interesting experiment was initiated in the Lamont Division under supervision of the Public Health Nurse. The Divisional Board provided equipment for ten schools to serve as test centres for a hot lunch programme during the year. If the scheme proves successful it is proposed to extend it to include all schools in the Division.

Where hot lunches are provided, and this includes some schools in all Divisions, they are generally limited to hot chocolate or soup, with parents, local organizations, or Divisional Boards providing the ingredients. In areas where Home and School Associations are active these bodies have generally taken an interest in this service.

Increasing centralization of schools is creating new demands in this field and several of the larger modern schools have been planned to provide cafeteria service. With large numbers of students the problem of lunch hour supervision will become increasingly important.

The hot lunch programme in any district offers a direct challenge for co-operation by pupils, parents, teachers, and board members alike and for this reason its potential benefits extend considerably beyond the mere physical well being of the pupils. The indicated extension of this service during the past year may therefore be looked upon with double satisfaction.

F.—INSPECTION AND SUPERVISION  
(In Intermediate and High Schools)

*(b) Intermediate Schools.*

At the Intermediate level teachers are doing their best work with the examination subjects. These courses are outlined in a

specific manner and consequently both teachers and pupils can be held directly responsible for mastery of the content. It is generally agreed by the Superintendents that these subjects are well taught particularly in the graded schools. In ungraded schools many teachers find little time available for the senior grades, while others have an inadequate mastery of subject matter for some of the senior courses. As a result of these two factors the pupils receive insufficient teaching, and discussion techniques are little in evidence. The lack of prescribed texts in Science, Social Studies and Health favours reliance on manuals of various types. The work in grades 7 and 8 is often poorly taught.

In the optional subjects few Superintendents express any degree of satisfaction with the work being done in the rural schools. Weakness here is attributed to lack of facilities for offering the subjects, and to inferior qualifications of the teachers. The standard options in the rural school are Art, Music and Community Economics, all of which require no special qualifications on the part of the teacher. In graded schools or where travelling teachers are employed for optional subjects, the range of offerings is generally extended to include Home Economics, Shop Work and Typewriting. These courses are invariably popular and generally capably taught. Instruction in Dramatics and Oral French is usually confined to graded schools and is handled in a satisfactory manner. Experience over the past few years has demonstrated rather clearly that the possibilities of the optional subjects are very limited in all but a few of the rural schools, and the present trend is definitely in the direction of taking senior pupils to the larger centres where improved facilities and qualified teachers are available. It is significant to note that grade nine instruction is now much less frequently offered in ungraded rural schools.

The Superintendents are of the opinion that the present Intermediate Programme does not require radical change. It is felt that present effort should be directed toward a more complete realization of the aims and possibilities of the present programme, first, by bringing teacher efficiency to a higher level, and secondly, by providing the facilities to meet instruction requirements. Specific recommendations for improvement of the present programme included the following:

- (1) Introduction of a guidance course at the intermediate level.

- (2) Introduction of a course in Agriculture to meet the needs of rural students.

- (3) Authorization of texts in Social Studies, Science and Health. These are considered necessary until such time as there is an improvement in the supply of qualified teachers. Texts in these subjects would discourage the use of unauthorized manuals.

The progress of students working under the Correspondence School Branch is reported as satisfactory in respect to factual information. A number of Superintendents pay tribute to the manner in which the courses are prepared, and to the efficiency of the service provided. A student's success with this form of instruction, however, is determined in no small measure by his reading ability.

(c) *High Schools.*

(1) Arrangements for Divisional Pupils.

High School arrangements for Divisional students were provided in all areas by means of one or more of the following:

(1) Attendance at Divisionally operated High Schools ranging from the minimum one-room unit to extensive central schools such as those operated at Taber and Red Deer. In several of the Divisions dormitory accommodation is provided, while in others the students are transported on regular vans operating to the central schools. Where neither of these services is available students have the alternative of providing their own conveyance or making private boarding arrangements. In such cases an increasing number of the Divisional Boards now make a transportation or boarding allowance, averaging about fifty cents a day.

(2) Attendance at Non-Divisional high schools usually within the boundaries of the Division but not infrequently including larger schools at distant points such as Calgary, Red Deer and Edmonton. Several Divisions restrict payment of tuition to outside schools to the statutory fee of \$35, in which case any additional charge must be borne by the parent. Other Divisions including Camrose, Medicine Hat, Wetaskiwin, Drumheller, Red Deer Valley, and Calgary pay the full cost of tuition which ranges from \$100 to \$110. In the Red Deer Valley Division all students attending High Schools outside their home districts are provided with daily bus transportation.

(3) Isolated students unable to attend any high school are provided with correspondence courses at the expense of the Divisional Boards. These courses are also frequently employed to extend the range of courses available, particularly in one-room high schools.

(2) Prospects for the Future.

Few superintendents report satisfaction with present high school service in their areas but a most encouraging prospect for future improvement springs from the present indication of careful study and long-range planning in this field. New high school buildings and extensions are under construction or in immediate prospect at several points, including High Prairie, Taber, Lacombe, Pincher Creek, Lloydminster, Ponoka, Drumheller, Cadomin, and Edson. Meanwhile, as the result of increasing centralization, the enrolments of many of the smaller high schools are being built up to an extent which will permit a wider offering of academic electives and the introduction of some vocational courses.

(3) The Small High School.

The considered opinion of the majority of Superintendents appears to be that the small high school is here to stay for a good many years. Its weaknesses and limitations are generally conceded, but it does bring limited opportunity to many students who otherwise would cease to attend at the end of grade nine. Local opinion in the villages and towns will preclude the possibility of closing out these schools, at least until such time as obviously better facilities are made available, and parents have come to



recognize their advantages. In areas where such facilities are now available the popularity of the small local school has generally decreased from year to year, and many of these units have been forced to close for lack of students. Where superior neighbouring facilities do not exist, centralization has tended to increase high school enrolment at the points of centralization, and to increase both the popularity and efficiency of the small high schools.

#### (4) Larger Divisional High School.

The advantages of the larger Divisional High Schools are generally admitted, but this admission is subject to the proviso that the pupils are able to attend. Such disadvantages as distance, boarding away from home, and increased cost, must be weighed against the advantages of better facilities. Higher education of the type anticipated and now being provided in several composite schools is wholly unfamiliar to a great many people, and its advantages cannot be demonstrated until such schools are in operation. Even after physical and financial obstacles have been overcome a long slow educative process will be required before the large central high school can become a reality in many areas. Introduction of the new agriculture course at several points in the Province has led the ratepayers in other areas to ask why these courses are not provided for their children. They have more appeal to the agricultural population than do some of the options such as typewriting, and others of an academic type which they know little about. A desire for the agriculture options may consequently give added impetus toward larger high school centres in the agricultural area.

#### (5) Factors Affecting High School Service.

Many of the factors listed are those over which the Divisional Boards have no direct control. They include the following:

(1) Physical factors such as road conditions, shape of the Division or lack of any large logical centre as a focus for extensive centralization.

The presence of a number of small high schools which are giving acceptable service in their respective areas.

The shortage of labour and prevalent high wages keep too many students away from the high schools. In some areas there is little appreciation of the values of higher education.

In some cases centralization of high school facilities would be feasible, but local opposition stands in the way of closing the small high schools.

Some Divisions desirous of improving their high school facilities cannot provide funds to finance the necessary expansion.

In spite of these and other obstacles progress is reported from many areas. In the Wheatland Division it is reported that approximately 14% of the total enrolment is in the High School grades, while the Lethbridge and Calgary Divisions both approach this figure.

*(d) Religious Instruction in Schools.*

In the majority of schools the opening exercises include the reading of a passage of Scripture without explanation or comment, selected from those prescribed or approved for that purpose by the Minister, followed by the recitation of The Lord's Prayer. The provision of The School Act permitting religious instruction during the last half hour of the school day is used to a considerable extent, much more so in some sections of the Province than in others. In a number of the larger centres members of the clergy representing various faiths give religious instruction at the same time, usually one day a week. Children are free to attend any of the groups but no compulsion is exercised.

*(e) Night Schools.*

Night schools were operated in 16 centres during the past year. At Stettler, Taber, Sangudo, Athabasca, Castor, Claresholm, Camrose, Lacombe, Wainwright, Red Deer, and Wetaskiwin courses for adults were offered in Industrial Arts, including woodwork and leathercraft work, with sewing and dressmaking included at several points. Classes in typewriting and other commercial courses were conducted at Wainwright, Red Deer, Drumheller and Lacombe. Elementary classes in English were offered in one rural district in the Athabasca Division, and also among displaced persons in the Vegreville and Medicine Hat areas. Night classes in mining were held in the Red Deer Valley Division surrounding the mining centre of Drumheller. School Boards contributed to these projects by making available buildings, and equipment, and providing light and heat. Teacher services were voluntary in some cases, while in others some payment was received either directly from the school board or indirectly from the tuition or membership fees of those taking the classes.

*(f) Private Schools.*

During 1948 Private Schools were in operation in 21 inspectorates. They include Indian Day Schools, Mission Schools, Colony Schools, and those operated by private parties of religious orders. Work in the majority of these schools does not extend above grade 8 or grade 9 level. Larger Private High Schools are operating in the Cities of Calgary and Edmonton, Lacombe, Camrose, Red Deer and Three Hills.

Private Schools operate under authorization received from the Minister, and receive annual inspections from Department of Education Inspectors.

*(g) Conventions, Institutes, Teachers' Meetings.*

The Annual Fall convention may be divided into two groups: the larger joint conventions covering extensive areas such as those held at Lethbridge, Calgary and Edmonton, and smaller joint conventions of two or more Divisions such as the Wainwright, Vermilion, Vegreville group. Opinions of the Superintendents differ as to the value of these Joint Conventions but it is generally agreed that they are becoming largely inspirational in character, and there is consequently an increasing tendency to rely on Institutes and Teachers' Meetings to provide specific and more practical inservice training. The main advantage of the larger convention

appears to be that it facilitates the importing of outside speakers to tour the conventions. It is reported that the 1948 Joint Convention held at Red Deer successfully introduced a work-shop technique under which teachers were divided into small discussion groups in an effort to get away from the customary lecture procedure.

Teachers' Institutes are becoming increasingly popular, and are reported by practically all Superintendents. They are usually held either once or twice during a school year, generally soon after school opening in September, and again during the spring months. The value of these gatherings appears to be highly rated by both teachers and Superintendents. They are generally held on Friday afternoon and invariably have close to full attendance. A successful Institute requires considerable advance planning and organization by the Superintendent and makes further demands on his time.

Principals' Meetings have served to supplement the work accomplished through Institutes, particularly in those areas where there are numbers of larger graded schools. The meetings are held at various intervals, sometimes as frequently as once a month, and are usually attended by all principals and vice-principals of graded schools. Discussions generally are confined to topics related to various phases of administration, including guidance programmes, supervision, co-curricular activities, testing and related matters. Through these meetings principals are able to submit recommendations to their respective Divisional Boards regarding equipment and school services.

The popularity of both Teachers' Institutes and Principals' Meetings indicates an increasing trend toward more democratic administration of the schools and teaching personnel.

#### *(h) Auxiliary Supervisory Procedure*

There have been significant developments in the field of supervision since the Divisions were organized, and each successive year witnesses the introduction of further innovations designed to improve the quality of instruction. The traditional inspections are now supplemented by the following procedures in the various areas:

(1) Periodic bulletins and questionnaires are extensively used to disseminate and gather information on all phases of school work.

(2) Survey visits are commonly made during the month of September to meet new teachers and discuss problems of organization.

(3) Travelling teachers are permanently employed by a few Divisions, while in other cases experienced teachers are released from classroom duties during September in order to assist beginning teachers.

(4) Inter-school teacher visits are arranged in some areas for purposes of observation and exchange of ideas.

(5) Periodic progress reports are submitted by the teachers in a few Divisions. These are followed by visits, individual letters or general circulars.

(6) Office calls for consultation with the Superintendent are numerous in some Divisions particularly those with headquarters in the larger centres.

(7) Correspondence—Teachers are encouraged to write to the Superintendents regarding special problems. These may be answered by letter or by special visits to the schools.

(8) Uniform tests administered throughout the Divisions serve as an aid to teachers in evaluating the efficiency of their teaching.

(9) Professional libraries for teachers have been set up in practically all Divisions.

(10) Enterprise outlines and prepared primary seat work are sent out by a few Divisions.

(11) Members of the staff of the Faculty of Education have given valuable service during periods spent in various Divisions immediately following the close of the annual session.

*(i) Discipline and Control.*

Some improvement in the quality of teacher service during 1948 was reflected in a corresponding improvement of discipline and control in the schools. The Superintendents unanimously agree that these two factors are very closely correlated. Discipline problems of a serious nature warranting special investigation by the Superintendent or Guidance Officer were very few in number.

In schools where poor control prevails it is attributed to one or several of the following factors:

(1) Lack of adequate teacher understanding of child development and behaviour.

(2) Ineffectual teaching due to lack of planning or poor mastery of subject matter.

(3) Lack of teacher interest and supervision in playground activities.

(4) Failure of the school to provide courses which appeal to student interests, particularly at the High School level.

(5) Poor home training and lack of co-operation from some parents who blame the schools for their own shortcomings.

The increasing emphasis on Guidance throughout the schools and the services now available through both the Department of Education and the Department of Health indicate a new approach to discipline problems.

#### G.—LIAISON WITH OTHER DEPARTMENTS

School authorities throughout the Province are working in close co-operation with other Departments of the Government, and the Superintendents report that this liaison is helpful and invariably cordial. The School Act provides for close liaison between School Boards and Municipal Councils whereby representatives from Municipal Councils are invited to attend Board Meetings when budgets or other matters of direct concern to the Municipality are being discussed. In instances where this provision has been taken advantage of it has invariably led to a better understanding of mutual problems. Fine co-operation has been received from District Agriculturists and Home Economists whose Junior Club

Activities are closely connected with the work of the schools. The Department of Public Health is rendering valuable service through its Guidance Clinics and Health services. The Public Works Department, Highway Traffic Board and Treasury Branches have co-operated fully within their respective fields. Recently the Marketing Services Board has extended purchasing privileges whereby Boards may obtain school radios at wholesale prices. It is hoped that this service may be extended to include other items such as transportation equipment.

Very close liaison is maintained with the Faculty of Education through a liaison officer appointed for this express purpose. Under his direction schools in the Divisions adjoining Edmonton are used for observation, practice teaching, and practical experimental projects by teachers in training at the University.

#### H.—INCLUSIONS.

During 1948 the process of inclusion of town and village school districts in the Divisions continued with the following Divisions reporting further inclusions during the year: Stettler (Big Valley); Olds (Didsbury); Rocky Mountain (Rocky Mountain House); Wheatland (Standard, Irricana); Sturgeon (Legal); Red Deer (Penhold); Fairview (Fairview Village). Negotiations are reported to be proceeding favourably in a number of other districts with strong probability that inclusions will be effected during the coming year.

The following Divisions are reported as having absorbed all public school districts within their respective areas: Taber, Lac Ste. Anne, Rocky Mountain House, Thorhild, Lac la Biche, Neutral Hills, Pincher Creek, Vermilion, Strawberry, Ponoka, Wheatland, Wainwright, Barrhead and Clover Bar. In the other 45 Divisions the number of independent districts remaining is reported as 97.

Divisional Boards generally favour inclusions but not infrequently find it impossible to make commitments requested by town or village boards in respect to future building plans and centralization.

A few of the boards of independent school districts have shunned inclusion because of their comfortable financial positions, but more frequently loss of local control of the school has been the determining factor. This factor is being eliminated gradually as Boards witness the results of inclusion in other districts. From the points of view of all parties concerned several advantages, some immediate and others potential, accrue from the inclusion of town and village districts. They include:

- (1) More effective long-range planning and more rapid implementation of centralization.

- (2) The use of facilities of the graded schools to better advantage by greater numbers of pupils.

- (3) The benefit of Divisional services including libraries, travelling teachers, and various supply services.

- (4) More supervision.

- (5) Enrichment of the curriculum by provision for Shop Work, Home Economics, Typewriting, and academic options.

- (6) Expansion of high school facilities made possible by increased enrolment from the rural area.

There has usually been little change in mill rate as a direct result of inclusion.

#### I.—MISCELLANEOUS.

##### (a) *Other Significant Developments in the Inspectorates.*

The Superintendents report the following additional developments not specifically covered in other sections of their report:

(1) Rural Electrification—Extensive rural electrification projects in several areas are bringing improved educational facilities and living conditions to an increasing number of rural districts.

(2) Guidance Service—This educational service is making rapid advances in practically all sections of the Province.

(3) Home and School Associations—The organization of new branches and more active interest on the part of older associations is reported by a number of Superintendents.

(4) Trustees' Associations—Local Trustees' Associations are increasing in number and it is indicated that they are serving a useful purpose.

(5) Scholarships and Bursaries—An increasing number of Divisional Boards have extended the various types of scholarship to students and in addition now offer teacher training scholarships ranging from \$100 to \$300 in value.

(6) Co-curricular Activities—School Track Meets, Music Festivals and Achievement Days are steadily regaining much of the ground lost during the war years.

##### (b) *Problems Not Otherwise Included.*

Special problems of more than immediate local interest included the following:

(1) The problem of teacher supply is most frequently mentioned by the Superintendents.

(2) Financial difficulties arising from steadily increasing demands for salaries, buildings, and conveyance equipment are common to many areas.

(3) The provision of educational service in frontier areas is of considerable concern to a few Boards.

(4) An influx of displaced persons in some areas has created a special accommodation problem.

(5) Decreasing enrolment in several areas creates a special problem which cannot be satisfactorily solved by centralization.

(6) The destruction of two Divisional offices by fire during the past year was of serious concern to the Divisions concerned. These losses served to stress the importance of sufficient insurance and the adequate protection of school records.

#### J.—INSPECTION AND SUPERVISION IN ELEMENTARY SCHOOLS

(Consolidated by D. T. Oviatt)

General conditions in the elementary grades appear to justify a more optimistic point of view. The gradual improvement both in the level of instruction offered and in pupil achievement is noted in reports from all sections of the province. The consensus of opinion among superintendents is that the instability and reduced

quality that tended to characterize a considerable share of the teaching staff during war years is now slowly being replaced by a more efficient, conscientious type of service. Improvement is noticeable in nearly every phase of the daily programme. The skill subjects are given regular attention. Three areas in which progress would seem to be most noteworthy are primary reading, spelling, and arithmetic. Opinions still vary, however, on the effectiveness of language instruction, particularly in those areas where the homes share a second language. The cultural subjects such as art and music are capably handled only in those instances where teachers and supervisors have a particular interest. The radio programmes in music are mentioned in appreciation of this service. Physical education and handwriting leave much to be desired, particularly in rural schools where teacher time is at a premium.

The activity programme is likewise being gradually strengthened. Frequent references to the definite guidance provided through Bulletin II of the Elementary Programme would indicate that this bulletin is proving to be of value to teachers. All the difficulties involved in Enterprise teaching have, of course, not yet been completely solved. The number of older teachers returning to classroom work who fail to appreciate and apply the principles of the activity programme still causes some concern. This is in part balanced by the favourable comments made concerning the ability of the more recent graduates of the teacher-training institutions now going into our classrooms.

In general, the improvement may be attributed to three causes. One is the revised course with which teachers are now becoming more familiar. Second is the improved quality of student teachers now becoming available in larger numbers. The third is the introduction of new textbooks and improved reference lists for the elementary grades. Conditions in the rural schools still fall short of what might be reasonably expected. As the centralization of schools proceeds the improvements of educational opportunities enjoyed by the children and the consequent benefits of graded instruction are gratifying. The movement toward centralized schools appears to be one of the most significant features of our present educational programme.

The number of students still receiving instruction through correspondence centres remains deplorably high. Fortunately the gradual increase in teacher supply is slowly reducing this second-rate educational experience under which so many of our schools have laboured. The quality of lessons and the prompt service of the Correspondence School Branch have not in any instance been questioned by the field staff. There are, however, certain deficiencies inherent in every classroom situation which lacks the guiding influence of a trained teacher for daily counsel and direction. The slow student and the beginner appear to suffer most, particularly amongst students of non-English-speaking background. The type of work done by the correspondence student tends to develop slow working habits. Able students appear to do reasonably well in their academic learning and skill subjects, but in every instance the growth in desirable attitudes and appreciations is in large part retarded or negligible.

## REPORT OF INSPECTORS OF HIGH SCHOOLS

(Consolidated by H. C. Sweet, Inspector of High Schools)

The standard of the qualifications which the teaching personnel of Alberta high schools holds shows a decided upward trend. There has been a substantial increase in the number of teachers who hold a University degree and a Senior High School teacher's certificate, this being shown by a comparison of the numbers in this group in the years 1947 and 1948. The increase was from 228 to 320. This reflects the entry into teaching service of the teachers who, in April, completed their degree work at the Faculty of Education of the University of Alberta, and the success with extra-mural and Summer Session studies of a number who had been teaching in the 1947-48 school year. The number holding a degree and the Academic or First Class certificate showed a slight decrease, from 350 to 338. Those who held the First Class certificate, without degree, but in many cases with substantial University work completed, were 224 in 1948 as compared with 251 in 1947. These totals are for the urban and non-urban tax-supported high schools.

The number of operating departments or classrooms in the Province again shows an increase, not so large as that recorded at the end of the previous year, from a total of 1,008 for 1947 to 1,041 for 1948. These totals include secondary classrooms in private schools, which numbered 80 in 1947 and 82 in 1948. The number of one-room high schools shows a slight decrease, as does the number of classrooms in two-room high schools. The number of classrooms in three-room high schools was 3 larger in 1948 than in 1947. The greatest increase was in the number of classrooms, outside of the cities, in high schools of four rooms or more than four rooms. The general trend with respect to numbers of high school classrooms in operation for the past eight years is shown by the following totals:

| NUMBERS OF OPERATING HIGH-SCHOOL CLASSROOMS |      |      |      |      |      |      |      |
|---------------------------------------------|------|------|------|------|------|------|------|
| 1941                                        | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 |
| 869                                         | 840  | 827  | 822  | 892  | 939  | 1008 | 1041 |

The number of classrooms under the jurisdiction of the four high school inspectors, with the corresponding figures for 1947, is made up as follows:

|                                                              | Rooms |      |
|--------------------------------------------------------------|-------|------|
|                                                              | 1947  | 1948 |
| (a) Edmonton, Calgary, Lethbridge, Medicine Hat and Red Deer | 321   | 323  |
| (b) Other centres, school of--                               |       |      |
| One room                                                     | 103   | 98   |
| Two rooms                                                    | 178   | 172  |
| Three rooms                                                  | 123   | 126  |
| Four rooms or more than four rooms                           | 203   | 238  |
| (c) Private secondary schools                                | 80    | 82   |
|                                                              | 1008  | 1041 |

Although, with an appreciable improvement being shown, there continued to be a shortage of teachers for the schools of the Province, as a whole, there was no lack of available teachers for the high schools. With the general standard of qualification of the high school staff personnel showing marked improvement, the percentage of teachers of high school classes who hold the Elementary and Intermediate School certificates constituted only 4.8%.



of the total. This group is mainly engaged in teaching in Grades IX and X, often in two-room high schools. A ruling became effective at midsummer, additionally limiting the extent to which approval may be granted to members of this group to undertake instruction in senior high school subjects. Two inspectors note that no difficulty was experienced by the school boards in securing qualified male teachers for the high schools, and that there were few changes in principals at midsummer. The situation with respect to qualified lady high school teachers was less favourable. While all positions which were advertised were filled, in some cases there was little opportunity for selection and boards had to employ teachers whose qualifications did not meet the requirements for the positions.

*Equipment, Accommodation and Organization of High Schools.*

In general the boards of trustees of divisions and local districts show vision and determination in responding to the needs of modern secondary education. When improvements in accommodation or the modernizing of existing school buildings are undertaken, it is becoming increasingly customary that certain classrooms should be specially designed or furnished so that they may be centres for classwork in particular subjects. A good arrangement for the Science laboratory is to have this adjoin the classroom of the teacher who specializes in the Science units, so that facilities are immediately at hand for demonstration or pupil-experimentation. Commercial work requires at least a special room, not necessarily as large as a standard classroom, for placement of the typewriters on tables of proper height. For Dramatics and Music a stage, musical instruments and audio-visual equipment are now pre-requisites. For English and Social Studies, library-study quarters are appropriately located in sections of classrooms or in special library-rooms. The functioning of a programme of Physical Education throughout the year is most feasible when there is available gymnasium space or assembly-hall space. Recommendations are frequently made that special needs of these types be met. Radios and sound-film projectors are being provided in a rapidly increasing number of schools. The services of the Audio-Visual Branch of the Department of Education are being called upon very extensively.

Two of the high school inspectors note definite improvements in school library situations, both with respect to supply of reference and supplementary reading books and with respect to provision of separate library-study rooms. There are few laboratories which do not have the apparatus and materials to meet the needs of group-experimental work, though there is little tendency to exceed the minimum of supplies as set forth in the bulletins of the Department of Education.

Among the new high school buildings erected this year, those reported upon by the high school inspectors include well-planned and commodious schools at Bentley, Edberg, Fort Saskatchewan, Glendon, Kitscoty, Legal, Manning, Mannville, Onoway, Smoky Lake, Thorhild, Thorsby and Tilley. New construction or additions to existing buildings which accommodate high school classes have been made at Barnwell, Glenwood, High Prairie, Hill

Spring, Nobleford, Picture Butte, Stony Plain, Taber and Welling. Plans are being made for new school building construction, to include high school accommodation at Cadomin, Coaldale, Lacombe, Pincher Creek and Ponoka. In December the new high school at Wetaskiwin was opened, in an excellently improved building in the former Army camp. Progress is being continued with the new Victoria Composite High School buildings at Edmonton, which, when completed will provide for the most modern and one of the largest high school organizations in the Province. Building programmes have been undertaken by Mount Royal College in Calgary, which will have a new high school building ready for occupancy in the spring of 1949, and by the Canadian Nazarene College at Red Deer where the new building is now completed. A new residential building has been erected by the Canadian Union College, at College Heights, near Lacombe.

The need for new buildings or additions continues in other centres. While the new buildings constitute admirable improvements, it is felt that much could be done to assist the boards and administrators to plan even more effectively. For instance, there are many areas and districts which will continue to have small high schools for years to come. If these districts are to meet, even moderately, the needs of a varied high school programme, the school building should be built with such objectives in view. This requires special planning and provides an opportunity for the Department of Education to furnish guidance and possibly demand additional high standards of buildings. The same applies even more in the case of temporary adjustments which have a tendency to persist over a period of years.

At the first of September, the principal of each high school forwards to the inspector the forms which outline the organization and extent of the school's programme for the new school year. These are accompanied by a copy of the time-table for the school for verification of the meeting of time-requirements, particularly in non-examination subjects. These forms are, in the main, complete when they reach the inspector but, in a considerable number of cases, details with respect to the extent of the programme and the ways in which it is to be provided for require attention or advice from the inspector or from the Department of Education. To some extent the inspector's responsibility for the authorization of the programmes of subjects in particular schools necessitates special visits to these schools in the first weeks of the fall term, but this responsibility is met, in the main, by correspondence at this time.

The distribution of the time of the four high school inspectors during 1948, is shown as follows:

| AVERAGE TIME SPENT IN DIFFERENT TYPES OF DUTIES                                         |       | Average<br>No. Days |
|-----------------------------------------------------------------------------------------|-------|---------------------|
| Inspection                                                                              | ..... | 80                  |
| Investigation and meetings in school districts                                          | ..... | 5                   |
| Travelling                                                                              | ..... | 19                  |
| Reports and Correspondence                                                              | ..... | 58                  |
| Clerical and other work in connection with authorization of high school programmes      | ..... | 22                  |
| Examinations                                                                            | ..... | 20                  |
| Post-graduate studies                                                                   | ..... | 15                  |
| Special duties assigned or authorized by the Department                                 | ..... | 8                   |
| Committee meetings                                                                      | ..... | 14                  |
| Conventions                                                                             | ..... | 10                  |
| Duties in connection with curriculum revision or construction, bulletins or regulations | ..... | 16                  |

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS (TOTALS)

|                                                           | Miles  |
|-----------------------------------------------------------|--------|
| (a) By train or bus .....                                 | 15,862 |
| (b) By car .....                                          | 16,422 |
| (c) By other means, including with other inspectors ..... | 2,796  |
| Total .....                                               | 35,080 |

The number of classroom inspections made, during the year, by the high school inspectors was 664. A general report, in addition to the individual teacher's reports, covering the accommodation, equipment and organization of each school, is made following the visits to the schools. Copies of the reports are sent to the Boards of Trustees, to the teachers and principals, and to the Department of Education.

### *Qualifications of Teachers.*

The following table shows the qualifications of the high school teachers in the publicly-supported schools, with the corresponding number of teachers in each group for the previous year:

| NON-URBAN                                                 |         |         |  |
|-----------------------------------------------------------|---------|---------|--|
| Teachers holding:                                         | 1947-48 | 1948-49 |  |
| 1. Bachelor's or higher degree:                           |         |         |  |
| (a) With High School Certificate .....                    | 163     | 249     |  |
| (b) With Academic or First Class Certificate .....        | 153     | 143     |  |
| 2. First Class Certificate without degree .....           | 213     | 186     |  |
| 3. With other standing—                                   |         |         |  |
| (a) Senior High School Certificate without degree .....   | 9       | 3       |  |
| (b) Junior High School Certificate without degree .....   | 19      | 21      |  |
| (c) Elementary and Intermediate School Certificate .....  | 48      | 32      |  |
| (d) Second Class Certificate or Letter of Authority ..... | 2       | 0       |  |
| Totals .....                                              | 607     | 634     |  |

| EDMONTON, CALGARY, LETHBRIDGE, MEDICINE HAT, RED DEER    |         |         |  |
|----------------------------------------------------------|---------|---------|--|
| Teachers holding:                                        | 1947-48 | 1948-49 |  |
| 1. Bachelor's or higher degree:                          |         |         |  |
| (a) With High School Certificate .....                   | 65      | 71      |  |
| (b) With Academic or First Class Certificate .....       | 197     | 196     |  |
| 2. First Class Certificate without degree .....          | 38      | 38      |  |
| 3. Special or Vocational Certificate .....               | 10      | 11      |  |
| 1. With other standing—                                  |         |         |  |
| (a) Senior High School Certificate without degree .....  | 0       | 2       |  |
| (b) Elementary and Intermediate School Certificate ..... | 9       | 7       |  |
| (c) Letter of Authority .....                            | 2       | 1       |  |
| Totals .....                                             | 321     | 325     |  |
| Totals, non-urban and urban.....                         | 928     | 959     |  |

### *Choice of Subjects in Non-Urban High Schools.*

The choices made from the academic elective mathematical and science units for Grades X and XI continue to show a degree of uniformity. In the fall of 1944 a regular alternation was begun, with a prevalent selection of Algebra 1 and Chemistry 1. The following year there was, consequently, a general choice of Geometry 1 and Physics 1. The choices this year are shown below.

| CHOICES OF ACADEMIC ELECTIVES IN NON-URBAN HIGH SCHOOLS |     |                   |     |
|---------------------------------------------------------|-----|-------------------|-----|
| Numbers of schools offering, in school year 1948-49:    |     |                   |     |
| Algebra 1 .....                                         | 253 | Chemistry 1 ..... | 249 |
| Geometry 1 .....                                        | 69  | Physics 1 .....   | 67  |
| French 1 .....                                          | 207 | Latin 1 .....     | 23  |
| French 2 .....                                          | 192 | Latin 2 .....     | 21  |
| French 3 .....                                          | 133 | Latin 3 .....     | 15  |
| German 1 .....                                          | 1   | .....             | 1   |

The regular alternation (Algebra 1 and Chemistry 1 in one year, Geometry 1 and Physics 1 in the next) which is being provided for is of material advantage in economy of teaching-time in

schools in which the classes are not too large. The transfer of students from school to school at times within the school year or at the time of their commencement in Grade XI is facilitated.

The numbers of classes in the following General Elective units show increases when compared with the record for the previous year; Biology 1 and Typewriting 1a, which are most frequently chosen, General Science 1, Health 2, General Mathematics 2, Survey of English Literature. Unfortunately, the number of classes in Music 1 and 2, Art 1 and 2, Dramatics 1 and 2 have decreased, and this is true also of Geology 1, Bookkeeping 1a, General Science 2 and Psychology 1. Following its introduction in the previous school year in a limited number of schools, and after the advisability of its general introduction had been estimated, Business Fundamentals was authorized this year as a General Elective unit. It has proved a popular choice. In this three-credit option, which includes such topics as Our Economic System, Home Ownership, Personal Budgeting and Records, Trade and Marketing, Business Communications, Our Government and the Community, pupils' interest, as a rule, is easily and well developed in the study of the subject.

The table below shows the numbers of high schools, outside of the cities, in which there are classes in the general electives during the present school year:

|                              |     |                                |    |
|------------------------------|-----|--------------------------------|----|
| Music 1 .....                | 62  | Music 2 .....                  | 6  |
| Art 1 .....                  | 88  | Art 2 .....                    | 1  |
| Dramatics 1 .....            | 47  | Dramatics 2 .....              | 0  |
| General Mathematics 1a ..... | 73  | Survey of Eng. Literature..... | 55 |
| General Mathematics 1 .....  | 73  | General Mathematics 2 .....    | 8  |
| General Science 1 .....      | 14  | General Science 2 .....        | 2  |
| Biology 1 .....              | 149 | Physical Education 2 .....     | 3  |
| Geology 1 .....              | 83  | Health 2 .....                 | 51 |
| Bookkeeping 1a .....         | 71  | Law 1 .....                    | 24 |
| Stenography 1a .....         | 4   | Psychology 1 .....             | 92 |
| Typewriting 1a .....         | 139 | Sociology 1 .....              | 67 |
| Drafting 1 .....             | 5   | Drafting 2 .....               | 1  |
| Farm & Home Mechanics 1..... | 85  | Farm & Home Mechanics 2.....   | 56 |
| Home Economics 1 .....       | 73  | Home Economics 2 .....         | 48 |
| Needlework 1 .....           | 20  | Creative Writing 1 .....       | 5  |
| Vocations & Guidance .....   | 90  | Economics 1 .....              | 31 |
| Business Fundamentals .....  | 75  | Farm & Home Mechanics 3.....   | 9  |

The numbers of classes in Technical Elective units, in schools outside of the cities, again show increases. These are now as follows:

|                          |   |                          |   |
|--------------------------|---|--------------------------|---|
| Woodwork 1 .....         | 3 | Homemaking 1 .....       | 3 |
| Woodwork 1a .....        | 4 | Homemaking 1a .....      | 1 |
| Woodwork 1b .....        | 2 | Woodwork 2 .....         | 2 |
| Metalwork 1a .....       | 2 | Automotives 2 .....      | 1 |
| Electricit 1a .....      | 3 | Faries and Dress 2 ..... | 1 |
| Automotives 1 .....      | 1 | Animal Science 1 .....   | 4 |
| Automotives 1a .....     | 1 | Plant Science 1 .....    | 4 |
| Arts and Crafts 1 .....  | 1 | Animal Science 2 .....   | 1 |
| Faries and Dress 1 ..... | 2 | Plant Science 2 .....    | 2 |

The numbers of schools, including city high schools, in which the Group B Commercial Electives are being taught i the school year 1948-49 are as follows:

|                          |    |                            |    |
|--------------------------|----|----------------------------|----|
| Bookkeeping 1 .....      | 20 | Typewriting 2 .....        | 21 |
| Stenograpy 1 .....       | 20 | Office Practice 1 .....    | 10 |
| Typewriting 1 .....      | 29 | Bookkeeping 3 .....        | 1  |
| Bookkeeping 2 .....      | 13 | Secretarial Training ..... | 5  |
| Stenography 2 .....      | 14 | Office Practice 2 .....    | 3  |
| Business Machines f..... | 1  |                            |    |

*Supervision and Quality of Instruction: Conventions.*

At the first of the school year, in September, the 1948-49 High School Regulations, supplied to all high schools, included notices of text-books changes (few in number but including new textbooks or reference books for English 1, Vocation & Guidance, Health, General Mathematics and French). New provisions with respect to parts of the Commercial courses and of the Social Studies courses were outlined.

There are evidences that the quality of instruction and the results achieved by and for the students in our high schools are improving. Teachers' qualifications show a higher general standard. There has been an improvement in the attendance records of high school students; students are meeting the minimum attendance requirement which is now placed at 160 days in the school year, rather than 150 days, as formerly. Offerings of General Elective subjects do not show any material increase, but the numbers of classes in Technical Electives and Commercial Electives do.

The present English courses are sufficiently flexible to meet the needs of all high-school students. The objectives and the suggested methods which are outlined in the English bulletin meet with the approval of the majority of the teachers. In many instances the guidance movement, with its emphasis upon testing, has had a wholesome effect in making teachers aware of the necessity of individualizing the remedial programme in English. Still, the demand is strong for additional time for this subject; and in some situations, where schools have a marked difficulty with this basic course, an extra period is provided for remedial and corrective instruction. The suggestions with respect to developmental reading, included in the Grade X programme, are well accepted and there is some demand that a similar textbook or workbook be authorized for Grade XI. Students who develop a keen interest in the academic study of Literature find the course in Survey of English Literature stimulating and enjoyable.

Good types of instruction prevail in the interpretation of the courses accomplished by the majority of the teachers of Social Studies. In a gratifying number of cases the teachers have caught the spirit of these courses as outlined for the high school and have surrounded their classes with an arrangement of well-supplied shelves of books, periodicals and pamphlets. These when well used in connection with well-indexed files, encyclopædias, maps and bulletin boards, create an atmosphere suggestive of well-stimulated activity and research. Historical, geographical and citizenship studies form the main parts of each of the Social studies courses, but the Department's outlines encourage projects, activities, guided reference reading and preparation of pupils to take part in planned discussions. The Department of Education has continued the publication of the Classroom Bulletins on Social Studies, forwarded four times each year to every high school, with a very evident and beneficial effect in the classroom work which is done in this subject.

The permissive authorization which was given for the use of the textbook, "Health For You", for the school year 1947-48 was

extended to the present school year, apparently to the satisfaction of teachers and pupils. No further progress has been made toward securing a textbook which might meet the needs of the classes in both Health 1 and Health 2. A resource unit on Community Health was prepared by the editor of the classroom bulletins; this has proved of excellent value in both Health and Social Studies classes. Some excellent work is being done in Physical Education, especially in schools which are provided with suitable indoor gymnasium space, but the majority of non-urban schools are not so equipped. In many of such schools the procedure followed is to concentrate on outdoor games and systematic exercises in the good weather of spring and fall and on Health instruction in the winter months. A strong effort is made by the inspectors to encourage better Physical Education programmes in the schools.

Although the Vocations and Guidance course is offered in but 90 centres, a forward-looking attitude with respect to guidance as a service rather than as a subject is becoming increasingly evident on the part of principals and teachers. This year libraries contain more professional books, more testing programmes are in evidence and additional occupational information is available. More attention is being given to the recording of essential information on the cumulative records of individual pupils. One of the inspectors finds that the actual amount of student-counselling is necessarily curtailed as most high school teachers and principals are too busy with their teaching and extra-curricular responsibilities. Another inspector concludes that progress has been made with the first stage of guidance, that of keeping records and making a systematic approach to counselling, but that group guidance and orientation must await a supply of trained personnel.

The high school mathematics programme in Alberta remains definitely weighted in favour of the Academic Elective units. Practically every school offers Algebra 1 or Geography 1, Algebra 2 and Trigonometry and Analytical Geometry. There is evidence to indicate that a considerable number of students who are taking these courses could be better served by taking mathematics which is not so abstract. The popularity of General Mathematics depends largely upon the school and teacher. In a few centres, students of marked ability are taking this course since it fits their needs better than would the units of academic mathematics. There is still a difficulty in the matter of General Mathematics textbooks. An alert and enterprising teacher of mathematics can make the programme interesting and worthwhile; but, in a number of cases, this subject is taught by someone who has had little mathematical training. So, a good textbook is essential if the learning values for the pupils, and their interest, are to be maintained or increased. On the whole, efficient instruction in the academic mathematics units is being achieved. The majority of the teachers are equipped to present difficult material clearly and directly; they have at their disposal numerous illustrative examples which aid the development of a clear understanding of mathematical principles and concepts.

The courses and textbooks in Physics and Chemistry are being satisfactorily accepted and used. The senior courses are general-

ly considered to be satisfactory for matriculation purposes. Fourteen only of the non-urban schools offer the course in General Science 1 this year, and the number of classes in General Science 2 in non-urban schools is no more than 2. The conclusion to be drawn from these facts is that the hope of diverting a substantial number of pupils into a more general pattern of secondary education is not being fulfilled. The fact that there is no single text book for the course in General Science is, no doubt, a contributing factor toward the non-popularity of these courses with teachers and students. Biology 1 and Geology 1 are courses which are chosen by students who are promoted from Grade IX to Grade X with "C" standing, and which are taken as a means of returning to the academic electives. In addition, these subjects are favoured elective units for students with higher standing. The fact that much of the content of the course in Biology 1 is duplicated in the compulsory Health course, and again in the course in Biology 2, leads to the suggestion that consideration might be given to a plan whereby the Health and Biology 1 courses would be combined to form one. Two advantages should accrue from such a change, first, duplication of material which is in both courses would be eliminated, and second, a strengthening of the course in Biology 2 would be facilitated since all students would have covered the content of the first course.

French is the popular foreign language in Alberta high schools. It is taught in most of the smaller schools in response to the demands of the students who are anxious to complete an academic course, and consequently many others select the course because of necessity. There are two principal points of view with regard to aims in teaching French. On the one hand there is the school of thought which holds that the development of conversational ability is of first importance. On the other hand the development of reading and writing skill may be considered the most feasible aim. In our schools there are too many teachers who adhere to the latter view, whether by choice or by circumstance. In the long run the student of French wishes to understand the language when he hears it spoken; or will wish, in addition, to speak it himself, to read it, and to write it. If, during the learning period, he has had experiences through the fourfold media of hearing, speaking, reading and writing French, he will have had an interesting and, most likely, a profitable time in his French classes. The advocates of the Direct Method of teaching French are, in the main, persons who speak French with some facility. The advocates of the Reading Method believe that a student who is taught from the first to read the language will have more to show for his work after the three high school courses in it. In Alberta, under conditions as they are in the average classroom, with teachers differing greatly in linguistic skill and training, it has been decided that the best policy is one of steering a middle course between the Direct Method and the Reading Method. These objectives need not conflict with one another; in fact there is evidence to indicate that progress in learning to speak French accelerates progress in learning to read French, and vice versa. The basic textbook for the first two years is one which can be used to advantage by teachers following either method. In view of the fact that a number of

teachers in Alberta have taken special courses in French at Banff, Montreal or Paris, two alternative textbooks are prescribed for French 1 and 2, either of which may be used by such specially qualified teachers on securing the approval of the Department of Education. In addition, for use in standard instruction-time schools, where classes of French-speaking students can be organized, a supplementary French language programme has been drawn up by the Department. The needs of the several types of teaching and learning situation are being reasonably well met in the field of instruction in French.

The numbers of instances in which classes in the three units of Latin are taught, particularly in the high schools outside of the cities, shows a slight decrease each year. It is to be expected that in any class of high school students who are studying Latin there will be found some who have a special aptitude for the study of languages. A large number, however, perhaps the majority, will be taking Latin in order to meet University matriculation requirements. Still, a student who has taken one year, or two, of Latin, should in return for his effort, have a much enriched vocabulary; he should have acquired valuable information about prefixes, suffixes, derivations, abbreviations and quotations. By the end of his second year he should be reading Latin with increasing confidence and certainly, his studies in the subject should contribute measurably to his ability to understand, to read and to write correct English. There is a sharp decline in the number of students who continue from Latin 1 classes to those in Latin 2, or from Latin 2 to Latin 3. As an elective subject, Latin is suffering from the competition for the students' time of the General, Vocational and Technical Elective subjects of the high school programme. The number of available teachers who are now academically prepared to teach Latin is not large.

Art 1 continues to be a General Elective unit which is frequently selected and taught, possibly since no special certificate is required of the teacher. Occasionally it is offered in schools where a talented teacher is available. Usually this course does develop desired attitudes and stimulates appreciations as well as good artistry and workmanship. The number of second-year classes in Art is very small. Dramatics 1 is a fairly popular option, especially where a teacher is available who has taken Summer Session courses in the subject. On the whole the interest of the students in Dramatics is keen, with English-appreciation elements and elocutionary skills developing favourably through the Dramatics activities. The number of teachers qualified to give instruction in Music is too limited. Many teachers who have the Junior Special Certificate for Music hesitate to undertake to teach this course, recognizing that more training is desirable if the course is to be successful. The inspectors encourage the inclusion of Art and Music in the programmes of the schools, having in mind as one reason that of the desirability of these courses for those high school students who may undertake teacher-training.

Where Economics 1 is taught the teachers maintain that it is a valuable and interesting option. Many students who might otherwise select it are not able to do this in the smaller schools in which the group of General Electives is limited.



Psychology continues to meet the approval of both teachers and students. In addition to the textbook which is authorized for students' use, most school libraries contain sufficient reference books to supplement the lessons and to assist the teachers who favour a socialized teaching procedure. With few exceptions, this is one subject in which the teacher usually has an adequate background of preparation.

Commercial electives, Group B, are taught in the city high schools, in nineteen other centres and in five of the private secondary schools. In the smaller high schools, Bookkeeping 1a and Typewriting 1a are favourite choices among the General Elective units. The Group B Commercial Electives are offered in schools of the type where enrolment, accommodation, equipment and qualifications of particular staff-members are adequate to meet the requirements of the Department of Education. The courses in Bookkeeping, Stenography, Typewriting, Office Practice and Secretarial Training, which form a three-year sequence, are definitely vocational in purpose and aim to train students during that time up to recognized standards of business efficiency. The extent to which students are provided with an opportunity to take the Commercial courses has increased again this year, with more numerous classes in these subjects. Where this opportunity is provided, instead of limiting himself or herself to a restricted group of subjects with a vocational core, the commercially-minded pupil takes the regular classes in English, Social Studies, Health and Physical Education and a General Elective or two along with the Shorthand, Typewriting and Bookkeeping. At present a committee from the teachers of Commercial subjects is studying certain changes which may, advantageously, be made in the place in the high school programme of the Commercial subjects.

Favourably increased interest is being shown in the Technical Elective subjects, with the numbers of classes in these showing a substantial increase. Divisional boards of trustees are interested and are supporting principals who wish to introduce these subjects. However, the number of schools in which these units are included in programmes of instruction is still only moderate. There is also an increase in the number of classes in Home Economics 2, Farm and Home Mechanics 2 and 3. Instruction in some schools in these units does not seem to stimulate high interest on the part of the members of the classes, while in other cases interest is so high that there is difficulty in providing for all who wish to take these subjects, on the time-table.

A special note on Practical Agriculture (Plant Science 1 and 2, Animal Science 1 and 2), is perhaps appropriate since this programme is a comparatively new venture in Alberta high schools. This phase of the high school programme is designed to create interest among the students with respect to desirable attitudes toward farm life and appreciation of it; and to utilize the results of modern research, applying findings as given by experimental farms on projects of the student's own choice. Practical Agriculture is offered in the following schools: Red Deer, Medicine Hat, Cardston, Glenwood and Vulcan. The courses have created and maintained high interest and some very valuable work has been done. The success of the programme in these units depends

upon the instructor's preparation and abilities. Then too, the unqualified co-operation of the parents of the class-members is most necessary. Practical individual and group projects have been undertaken. At Red Deer, beef-feeding projects are designed to keep the dormitory supplied with meat. At Cardston, selection of good breeding stock in receiving attention, the emphasis being upon sheep. The indications of maintained interest in and usefulness of these courses is positive.

The inspectors have been pleased to find increasing interest taken in the social development of the students. All student-activities which give opportunity, under careful direction of interested principals and staff-members, for students' self-expression, make a high contribution to their development.

The high school teachers throughout the Province are, in general, manifesting a marked degree of interest in their work, and are keenly alive to all opportunities for increasing their professional efficiency. The fall conventions of teachers offer one such opportunity. These conventions are now arranged by the Alberta Teachers' Association, with a regular succession of dates, which facilitates the attendance of the high school inspectors at the sectional meetings for high school teachers. At these conventions the high school inspectors, by invitation, had the opportunity of taking part in the programmes of the general meetings in some cases and in the programmes of the high school sections in all cases. It is felt that the programmes were definitely of practical value to those attending. At Lethbridge, the high school teachers met together for two hours. Five topics were discussed, each referring to the central theme of the convention, "Understanding Our Job". Each topic was introduced by a speaker who thus used ten minutes. A 15-minute discussion followed. About a month before the convention date, each principal had been notified as to the items which were to appear on the programme, so that in many cases staff meetings had been held to prepare pertinent information and questions. On the evening prior to the first day of the Lethbridge convention, a principals' meeting was held, attended by about one hundred who were interested in problems of administration. At the Medicine Hat convention, groups of teachers who had special problems were enabled to meet leaders who could give them help. Both the Calgary and Red Deer district conventions made a determined effort to curtail the number of addresses in favour of discussion-groups. At Red Deer, the aim was to secure groups of from twelve to fifteen contributors to the discussion of topics previously designated. A recording secretary for the group prepared a summary of the discussions, and, following the convention, all summaries were mimeographed and distributed to the teachers who had attended.

## REPORT OF THE CURRICULUM BRANCH

(M. L. WATTS, *Director*; A. B. EVENSON, *Associate Director*)

The Director of Curriculum, who reports to the Chief Superintendent, is responsible for all matters pertaining to courses of study, including regulations relating thereto, textbooks, reference and library books, and examinations, in so far as these matters come within the jurisdiction of the Department of Education, and for the operation of the Teacher-Service Bureau, the Guidance Branch, the Audio-Visual Aids Branch and the School Broadcasts Branch. He is assisted by the Associate Director of Curriculum, who works closely with him on matters of general policy and administration, and who assumes the main responsibility for those aspects of the work of the Branch dealing with commercial courses, physical education and health, mathematics, science and related subjects, high school regulations, preparation and administration of Departmental Examinations and the operation of the Examinations Branch. In the high school field the Directors are advised by the high school inspectors, each of whom is a highly qualified specialist in one or more subject areas. Mr. D. M. Sullivan, who recently transferred from the post of High School Inspector to that of Registrar, has continued to give assistance, especially in foreign languages. Advice with respect to technical and vocational subjects is given by the Supervisor of Industrial Arts and the Supervisor of Home Economics.

The administration of the various divisions of the Curriculum Branch is under the following officials who are responsible to the Directors:

Teacher-Service Bureau—Mr. D. T. Oviatt assisted by the Educational Editor, Mr. L. G. P. Waller.

Guidance Branch—Mr. A. A. Aldridge.

Audio-Visual Aids Branch—Mr. S. D. Hamilton.

Examinations Branch—Mr. W. E. Kostash.

School Broadcasts Branch—Miss Doris Berry assisted by Miss Helen MacMillan.

The activities of the Curriculum Branch are directed by a number of major curriculum committees which are assisted by subcommittees and curriculum councils, it being the policy of the Branch to obtain as wide as possible a participation in curriculum work of those persons and organizations who have a major interest in the school activities of Alberta children, especially such province-wide educational bodies as The Alberta School Trustees' Association, The Alberta Teachers' Association and The Alberta Federation of Home and School Associations.

## I. MAJOR CURRICULUM COMMITTEES

A. *General Curriculum Committee.*

Meetings of the General Curriculum Committee were held on May 28 and November 26. At these meetings regular reports of the other major curriculum committees were received and discussed. Among the matters arising out of the reports, the following were given special attention and recommendations were made to the Minister concerning them:

1. That a special subcommittee on objectives of the secondary school programme be set up under the direction and guidance of the Curriculum Branch. (Arising out of this recommendation, which was made at the May meeting, a special subcommittee held meetings during the fall and at the November meeting the Chairman presented a progress report which was discussed at some length and referred back to the subcommittee for further study.)

2. That the Edmonton Public School Board be permitted to arrange for and add a course in safety education and driver training to its high school programme on an experimental basis.

3. That university entrance requirements be reviewed by the Articulation Committee of the University of Alberta and the Department of Education.

4. That the use of gradings H-A-B-C-D on the new report cards for Division I be reconsidered.

5. That larger schools be encouraged to build their own film-strip libraries.

6. That the preparation and distribution of selected resource units be approved but that care be taken to guard against undue prescription in classroom procedures.

The problem of character education was also discussed and reports were received on the work of the Curriculum Councils in Calgary and Edmonton, which had been set up sequent to the directive issued by the meeting of November, 1947.

#### *B. High School Curriculum Committee.*

This committee has full responsibility for the high school programme with respect to course outlines, regulations, and textbook selections. It convenes twice a year to consider recommendations, determine general policy, study trends, and to receive reports of its subcommittees. All detailed work which appears necessary from time to time is assigned to and carried out by subcommittees, the chairmen of which usually hold membership on the major committee. Members of subcommittees other than the chairmen are selected from the provincial teaching body, particular attention being made to needs of the subcommittee and the qualifications of available teachers. In all curriculum work an attempt is made to use as many teachers as possible.

This committee held meetings on May 6, 7, and 8, and on October 28 and 29. Some of its major decisions and accomplishments during the past year are, briefly, as follows:

##### *1. Cadet Training:*

Decision was made to discontinue the granting of high school credits for Cadet Training after September 1, 1949.

##### *2. Technical Education:*

Tentative course outlines were drawn up, mimeographed, and distributed throughout the Province covering 4-credit Technical Electives.

##### *3. Vocations and Guidance:*

The bibliography of reference books for this course was carefully prepared and is now in print in the present course of studies.

#### 4. *Commercial Subjects:*

On recommendation of the Subcommittee on Commercial Subjects, the following decisions were reached:

- a. Course outlines were made and student textbooks selected for courses in Bookkeeping.
- b. An additional textbook for Pitman Shorthand was added to the existing list of authorized textbooks.
- c. A new course entitled "Business Fundamentals" was introduced at the Grade X level.

#### 5. *Vocational Agriculture:*

Considerable work on the part of the Subcommittee on Vocational Agriculture resulted in the publication of a bulletin entitled, "Interim Course of Study in Vocational Agriculture for the year 1948-49." The new courses of Animal Science 2 and Plant Science 2 were included in this programme of study outline.

#### 6. *Driver Training and Safety Education:*

A great deal of time and effort were given to the consideration of the addition of a new high school course in Safety Education and Driver Training. The recommendation that such a course be placed on an experimental basis in the City of Edmonton was finally rejected by the Department.

The following subcommittees which were set up in 1947, continued to work in 1948 and will continue to function in 1949: Science, Mathematics, Commercial Electives. Progress of these subcommittees is definite but necessarily slow as a thorough study of modern trends is being made and student needs throughout the Province are being carefully examined so that the most effective curricula may be devised.

Two special subcommittees were set up: (1) to study the objectives of the secondary school, and (2) to examine our present physical education programmes and prepare new course outlines for both elementary and secondary school grades.

#### C. *Intermediate School Curriculum Committee.*

This committee is responsible for all curriculum matters pertaining to the intermediate school, Grades VII, VIII, and IX. It meets twice a year and functions similarly to the High School Curriculum Committee with respect to the appointments and use of subcommittees. Meetings were held on April 23 and 24 and November 4 and 5. The following is a brief outline of the major decisions and accomplishments made during the past year:

##### 1. *Science:*

The Subcommittee on Science has been working on new course outlines and has examined many new textbooks in the field of intermediate science. It is expected that a new, tentative course outline will be printed during 1949.

##### 2. *Mathematics:*

Considerable work has been done by the Mathematics Subcommittee as the plan is to provide new course outlines and select new textbooks for Grades VII and VIII before September, 1949,

and for Grade IX, before September, 1950. To date, a rough draft has been made of the course content for the three grades and new textbooks have been selected for Grades VII and VIII.

3. *Guidance:*

During the past few months, an experimental course in "Personal Development and Occupational Preparation" has been under way in nine selected schools. It is expected that an evaluation of this experiment will give considerable assistance in drawing up a final course outline for a course in Personal Development.

4. *Home Economics:*

A tentative course outline was prepared and put in the hands of Home Economics teachers early in the year. This is to be revised and printed in 1949.

5. *Social Studies:*

A Study Guide in Grade IX Social Studies was prepared and made available to teachers and students of the Province during the past year.

D. *Elementary School Curriculum Committee.*

The Elementary School Curriculum Committee continues to function effectively as the chief advisory body on all problems concerning Grades I-VI. Meetings were held on April 9, 1948, and on October 8, 1948.

The interest of committee members during the year has been closely associated with the work of the Teacher-Service Bureau. They have provided evaluation, advice, and assistance in the major undertakings of that Branch. Included were such items as bibliography, resource units, report cards and classroom materials. In addition, the committee dealt with a number of problems of special interest.

1. *Reading Problems:*

Concern was expressed over the apparently small number of teacher manuals now in use. Efforts to have these included with free reader supplies have not been successful. Copies of a poetry supplement to a Grade II reader (Friends and Neighbors) have been secured free of charge from the publisher for distribution to primary teachers. The committee insisted that the multiple reader series policy be maintained if at all possible.

2. *Curriculum Revision:*

Plans were made for the revision of programmes in Physical Education, Art, and Penmanship through the appointment of suitable subcommittees in each field.

3. *Spelling:*

Approval was given to the "Pupils' Own Vocabulary Spellers" Canadian edition, for authorization in Alberta schools. The concern over spelling problems resulted in the preparation of a statement emphasizing the place and importance of spelling in the school. This report was accepted by the Department as a statement of policy respecting spelling.

#### 4. *Publicity.*

The committee felt that further efforts should be made to acquaint teachers with any decisions concerning classroom practice. As a result an article on the use of reading guidebooks and one on spelling in the elementary grades were prepared for the A.T.A. Magazine.

### II. TEACHER-SERVICE BUREAU

#### A. *Purposes:*

The Teacher-Service Bureau, now in its second year of operation, devotes its major energies to the production of curricular materials intended for use in practical classroom situations. It has during the past year merged with the Editorial Branch with a consequent expansion into areas other than those peculiar to the elementary grades. A relocation of offices has provided suitable shelving for a fast growing library of references, school texts and professional books.

As the year progressed the functions of the Teacher-Service Bureau become more clearly defined. Attention and responsibility has been maintained for problems most noticeable in the elementary school. The core of Alberta's elementary programme is the activity or Enterprise programme. The chief objective is an understanding of the persistent problems of human relationships, which are illustrated through study of appropriate social situations. This type of curriculum, both in Alberta and elsewhere has revealed particular classroom needs. It functions most effectively when the teacher is provided with an abundance of teaching aids and references, has adequate time for planning and organizing units of work, and is highly trained in the proper handling of group activities. The Teacher-Service Bureau attempts to deal as resourcefully as possible with these first two problems as they apply to elementary schools generally and to individual teachers working on specific problems. The search for better reference books and teaching aids for general recommendation and authorization or for use in connection with specific problems referred by teachers occupies considerable time. The production of resource units and classroom bulletins for both elementary and secondary levels is undertaken when areas needing special emphasis or more relevant information are encountered.

In addition to the functions outlined, the Bureau extends editorial service to all other areas in curriculum writing. The value of such service can be measured only in the increased clarity and usefulness of these materials.

#### B. *Activities:*

1. During 1948 four additional classroom bulletins were written, printed and distributed to secondary teachers throughout the Province. Bulletin No. 14 provided assistance in units on immigration and social security. Bulletin No. 15 carried information of general interest and value to social studies teachers. Bulletin No. 16 was in the form of a resource unit on health at the secondary level. Bulletin No. 17 was a thorough review and summary of information about Newfoundland. In addition material for a further bulletin on the problems of responsible government has been completed in manuscript.

2. The Grade IX Social Studies programme, introduced in 1947, was supplemented by an 88-page study guide. Each unit carried suggested objectives, information, bibliography, exercises and evaluation.

3. Three bulletins in the Community Economics series were revised and printed to provide up-to-date background for this popular intermediate school option.

4. Bulletin I of the Elementary School Programme, entitled *Foundations of Education* has been completed in manuscript. It discusses the psychological and sociological basis of the elementary programme.

5. Bulletin II of the Elementary School Programme has been revised and corrected throughout, and now awaits reprinting.

6. An interim bibliography to accompany the suggested Enterprise activities has been compiled. The selected titles have been arranged to fit the pattern presented in the Enterprise program. This bibliography was printed and distributed in the form of a catalogue through the co-operation of the School-Book Branch. Additional work on a semi-permanent bibliography has been largely completed by the use of representative teacher committees.

7. The problems related to spelling have been given close attention under the directive of the Elementary Curriculum Committee. A new spelling series, *Pupils' Own Vocabulary Spellers*, Canadian Edition, was authorized. A second step was taken when a definite statement of policy respecting the place of spelling in Alberta schools was formulated and accepted.

8. Report cards for Grades I-VI, recommended by the Department, have been redrafted and reprinted. Their present form harmonizes with the objectives as stated in Bulletin II and with the cumulative records of the Guidance Branch.

9. Resource units for possible use in the elementary school have been prepared with the assistance of the Correspondence School Branch. Only one on pioneer life has been distributed, while three others are in the final stages of preparation.

10. Evaluation of the Enterprise programme has been carried out by two samplings of teacher judgment and opinion. The first was a report submitted by 233 teachers at the end of the spring term, and the second was a questionnaire completed by 305 teachers at fall conventions.

11. A basic library of pupil texts, teacher's references and professional reading has been organized and housed. Included are books formerly in the superintendent's library.

12. Classroom materials which have become available free of charge during the year have been distributed to superintendents and teachers. These have included such items as Empire Day material, poetry reading supplements, pamphlets and various pictorial materials.

13. The elementary course of studies has been under surveillance. This continuous survey does not mean constant disruption and change, but it does aim at an early detection of deficiencies and a balance of emphasis between the activity program and the fundamental skills of elementary education.



14. Active assistance in the social studies field has been given by the editor, particularly in bibliography selections and examination preparation.

15. Editorial service on all publications of the Curriculum Branch has been continuously available.

16. Finally, the services of this branch have been ready to deal with individual or group problems of a specific nature. By correspondence, by interview, by attendance at institutes and conventions, the personnel of the bureau have been able to provide assistance in meeting teachers' requests.

### III. GUIDANCE BRANCH

#### A. *Teacher Training.*

The introduction of guidance services into Alberta schools has posed the question of special training for teachers. It is realized that much in the way of sound guidance has been done by good teachers in all schools and that to attempt too much specialization, at the present stage, would not be in the best interests of the programme. However, for teachers desiring to serve as counsellors and guidance officers provision should be made for the kind of training required. The Faculty of Education has been approached (1) to provide training in guidance, and (2) to provide recognition of special qualifications. Selected teachers will, therefore, now have the privilege of obtaining this training at the University of Alberta in both winter and summer sessions.

In order to familiarize teachers at large with the basic principles and to introduce them to the case-study technique of solving students' problems institutes have been held in different parts of the Province, each approximately one day in length. A total of 37 such institutes was held with teacher attendance of approximately 1,000. As a follow-up to the institutes it was suggested that detailed work on special phases might be carried out in principals' meetings, teachers' locals, and specially organized study groups. During the calendar year all but twelve of the School Divisions in the Province have been visited. In addition to these teachers' meetings 15 Home and School Associations have been addressed with an approximate attendance of 800.

#### B. *Publications:*

To assist schools in undertaking a guidance programme or in attempting something in the way of assistance to students in the choice of a career, material has been prepared, somewhat varied in nature. The most significant of this material is the Cumulative Record, developed in 1947, of which 30,000 are now in use throughout the Province exclusive of Edmonton and Calgary, each of which has provided a record of its own. It has been well received and, though obvious difficulties will present themselves in having the record uniformly interpreted, it is felt that by this means an existing need can be met. Additional articles and references prepared and distributed are listed below:

1. An appendix to the 1947 bulletin on University requirements, serving to bring up to date general information on the University of Alberta.

2. A list of free and low-priced material that schools can use as a basis for a library of occupational information.

3. A digest of various approaches in conducting personal interviews.

4. Material for the case-study approach which includes an analysis of the areas that should be considered in analyzing problems, both educational and personal, that face a student and affect his progress in school, and some sample situations taken from the school experience of Alberta students. In attempting to analyze cause and effect as they apply to actual cases, the teachers are given a better introduction to the value that can be gained from consideration of all possible factors that may have affected the student's behaviour, lack of progress, maladjustment, or whatever it might be.

5. An analysis of the uses of the Cumulative Record was prepared to assist the teachers in understanding this new device, and a sample of a student's questionnaire to accompany the record was also prepared and distributed.

#### *C. Relationship With Business:*

An attempt is being made to correlate the guidance programme, particularly vocational guidance, with the needs of industry and business so that the school can better prepare students in making a satisfactory orientation to the world of work. In co-operation with the Junior Chamber of Commerce, job studies of various Alberta industries are being carried out and this information distributed to schools. The Supervisor of Guidance and school guidance workers were, to a large extent, instrumental in organizing a Personnel Association in Edmonton, which has in its membership personnel workers from industry, government service, and business generally. These means should assist in making school guidance more practical in meeting the needs of the students.

#### *D. Subcommittee on Guidances*

The Subcommittee on Guidance, appointed in 1947, held two meetings during 1948 at which a good deal in the way of concrete suggestions respecting the implementation of the guidance programme was made. The members of the subcommittee have been most faithful in the discharge of their duties and their assistance has been of great value in the attempt to keep the programme on a practical basis.

### IV. AUDIO-VISUAL AIDS BRANCH

The Audio-Visual Aids Branch serves the schools of the Province by supplying them with carefully selected visual aids and providing the professional information necessary for their effective classroom use. The work of the Branch thus involves three main phases: the selection of 16mm. films, 35mm. filmstrips, and 2x2 slides suitable for use in schools; the circulation of materials to schools; and the dissemination of information and guidance to teachers concerning their use.

*A. Selection:**1. Sources of Library Materials*

Information is obtained regarding 16mm. films and 35mm. filmstrips which may be useful for Alberta schools from audio-visual magazines, and from circulars and catalogues of the various producers and distributing agencies. Some of these films and filmstrips may be obtained for preview upon request, although most of them come from blocks of films and filmstrips sent across Canada by distributing agencies, the chief of which are General Films Ltd., Associated Screen News Ltd., J. Arthur Rank 16mm. Ltd., National Film Society, and National Film Board.

On various occasions the National Film Board has deposited films in the Audio-Visual Aids Branch on extended loan. Some films and filmstrips are also made available each year by commercial sponsors. These sponsors are willing to place them in the Audio-Visual Aids Branch on extended loan in return for a monthly or quarterly report on circulation. Before being approved by the various Departments of Education such commercially sponsored films must meet a commonly accepted standard which definitely limits advertising of commercial products, and before being accepted into the library of the Audio-Visual Aids Branch, they must have the approval of the Screening Committee. The library now has 105 films on loan from the National Film Board and 27 from commercial sponsors.

*2. Screening and Evaluation*

The Branch is advised by a Screening Committee, which during 1948 held 45 meetings. Approximately 375 motion picture subjects were screened and reported on. These included films sent by commercial companies to be examined for purchase and films sent by the National Film Board and the Department of Extension, University of Alberta, to be assessed for school use.

Films are purchased from among those highly recommended by the Screening Committee. Only those films meeting standards of technical quality, authenticity, and correlation with the Alberta school programme are recommended or approved by the Screening Committee.

*3. Contents of Library (at December 31, 1948)*

|                                     | No. of Titles | Multiple Prints | Total No.<br>of Prints |
|-------------------------------------|---------------|-----------------|------------------------|
| Soundfilms.....                     | 546           | 457             | 1003                   |
| Silent Films.....                   | 295           | 216             | 511                    |
| Filmstrips.....                     | 1130          | 186             | 1325                   |
| 2x2 Slides.....                     | 84 sets       |                 |                        |
| Reference Books on Visual Aids..... | 17            |                 |                        |

The total number of sound and silent films in the library (1,514) is 552 more than a year ago. Of this increased stock 80% are multiple prints.

## B. Circulation and Service:

### 1. Circulation

|                 | Number of Items Shipped, January to December, 1948 |            |            |        |
|-----------------|----------------------------------------------------|------------|------------|--------|
|                 | Films                                              | Filmstrips | 2x2 Slides | Totals |
| January .....   | 1565                                               | 783        | 17         | 2365   |
| February .....  | 1661                                               | 804        | 16         | 2481   |
| March .....     | 1485                                               | 787        | 12         | 2284   |
| April .....     | 1778                                               | 839        | 40         | 2657   |
| May .....       | 1527                                               | 859        | 47         | 1933   |
| June .....      | 763                                                | 277        | 13         | 1035   |
| September ..... | 670                                                | 206        | 14         | 940    |
| October .....   | 1773                                               | 673        | 21         | 2467   |
| November .....  | 2181                                               | 856        | 17         | 3054   |
| December .....  | 1645                                               | 629        | 14         | 2288   |

The total circulation for the past school year (September 1 to June 30) as compared with the two previous school years is:

| 16mm. Films. |       | 35mm. Filmstrips |      |
|--------------|-------|------------------|------|
| 1947-49      | 12662 | 1947-48          | 5952 |
| 1946-47      | 8375  | 1946-47          | 3402 |
| 1945-56      | 4365  | 1945-46          | 1762 |

On examining the total circulation for the period September 1 to December 31, 1948, we find that the increase in number of items shipped (films, filmstrips, and 2x2 slides) over the same period in 1947 is 3244. This compares with an increase of 2308 for the 1947 period over the 1946 period, and with an increase of 2,174 for the 1946 period over the 1945 period.

### 2. Shared Payment Plan for Damaged Films

This plan was initiated in September, 1947. The Attorney General's Department was consulted and assisted in drawing up its details. It has continued in effect for the present school year. The plan is voluntary and is intended not only to offer some protection, by a pooling of damage charges, but also to emphasize the need for care of films. It operates from September 1 to June 30, that is, for the duration of the school year rather than for the calendar year, as indicated in the following data:

|                                                                                               |          |
|-----------------------------------------------------------------------------------------------|----------|
| Amount paid into Plan, 1947-48 .....                                                          | \$109.60 |
| Amount of damage charges during 1947-48 .....                                                 | 42.00    |
| Amount paid into Plan, September 1 to December 31, 1948 (covering period June 30, 1949) ..... | 185.81   |
| Amount of damage charges, September 1 to December 31, 1948 .....                              | 27.92    |

As partial explanation of the fact that the amount of damage charges made in 1947-48 is considerably less than the amount paid into the plan, it is observed that no assessment is made for minor damage such as that which requires replacement of the title or for damage to films which are in a weakened condition owing to previous impairment. Incidentally, it may also be noted that there appears to have been considerably less damage since the Shared Payment Plan for Damaged Films has been offered.

### 3. Circuits in Various School Divisions

During the 1947-48 school year four National Film Board field representatives operated school film circuits by taking their equipment and an approved programme of films to certain schools each month. This was done free of charge. Following a change of policy of the National Film Board in the summer of 1948, such service was discontinued. However, the field representatives did

assist in setting up school circuits operated by the teachers in a number of areas, and in some cases have made it possible for them to obtain the use of projection equipment of the National Film Board.

Following is the list of centres from which school film circuits were in operation during the fall of 1948:

Peace River (School Division No. 10).  
Valhalla (School Division No. 14).  
Dickson-Markerville (School Division No. 15).  
Namao (School Division No. 24).  
Provost (School Division No. 33) (filmstrip circuits—3 schools).  
Ponoka (School Division No. 34).  
Rimbey (School Division No. 34).  
Red Deer (School Division No. 35).  
Thorhild (School Division No. 39).  
St. Paul School Division No. 45) (5 filmstrip circuits—16 schools).  
High Prairie School Division No. 48).  
Thorsby (School Division No. 49).

#### *4. Formation of Provincial Film Library.*

An order in council of July 26, 1948, confirmed the setting up of a Provincial Film Library to operate in the Department of Economic Affairs under the supervision of the Director of its Film and Photographic Branch. It was directed therein that all films, filmstrips and slides in other departments of the Government were to be transferred to the Film and Photographic Branch, which was to be responsible for maintenance of condition, storing, and shipping. It is provided in the order in council that "use of materials shall be made only as directed by the responsible official of the department concerned."

In accordance with this arrangement all films of the Audio-Visual Aids Branch have been placed in the Provincial Film Library. Details of administration with respect to the joint operation of the library by the Film and Photographic Branch, Department of Economic Affairs, and the Audio-Visual Aids Branch, Department of Education, were determined by consultation between the Director and the Supervisor of the respective branches. Agreement with regard to these details was confirmed by a memorandum of August 18, 1948, sent to both Departments.

#### *5. Change in Location of Audio-Visual Aids Branch.*

On June 9, the Audio-Visual Aids Branch moved into new quarters in Room 117 in the Legislative Building. The servicing and shipping room became housed as part of the Provincial Film Library under the operation of the Department of Economic Affairs. Two members of the staff of the Audio-Visual Aids Branch who were concerned mainly with servicing and shipping had previously been transferred to the payroll of the Department of Economic Affairs.

### *C. Use of Instructional Materials:*

#### *1. Catalogues and Publications*

Besides Supplementary Lists, "Notes to Users," and other small publications the following two booklets have been printed:

"Description List of Sound and Silent Motion Picture Films (48pp)".

"Descriptive List of 35mm. Filmstrips and 2x2 Slides (86pp)".

Each of these forms the second part of a catalogue. The first part of the catalogue for motion picture films is the "Classification List of Sound and Silent 16mm. Motion Picture Films," and the first part of the catalogue for filmstrips and 2x2 slides is the "Classification List of Filmstrips and 2x2 Slides."

#### *2. Teaching Notes or Guides.*

Following a recommendation of the Audio-Visual Committee of the Department which meets once a year to discuss policies and practices of the Audio-Visual Aids Branch, approximately 70 one-sheet teaching notes or guides have been prepared and are being sent out with films. These guides consist of four parts: (1) Specific suggestions for correlation with the curriculum, (2) Suggested class preparation, (3) Synopsis of content, (4) Remarks on ways in which the film may be used. The majority of the guides have been prepared by students in the Education 312 class in the Faculty of Education, University of Alberta, in the course of their yearly activities.

#### *3. Familiarization With Use of Instructional Film Materials.*

The Supervisor has taken part in the programmes of 16 meetings since December 31, 1947. Ten of these were meetings of groups of teachers at which the Supervisor discussed proper classroom utilization of projected materials and outlined the services provided by the Branch; the others were meetings at which parents were present and were intended to familiarize them with the value of films and filmstrips in classroom procedures.

#### *4. Audio-Visual Committee.*

Direction with respect to policy and the operation of the Branch is received from the Audio-Visual Committee, which meets annually.

### **V. SCHOOL BROADCASTS BRANCH**

The Provincial Radio Committee gives direction to over-all planning and policy of the School Broadcasts Branch. In administration the Co-ordinator of School Broadcasts is responsible to the Director of Curriculum, in matters which include: publicity (contacts with Home and School Associations, press and public relations in general); evaluation (planning evaluation projects, preparation and mailing of questionnaires, compilation of data, etc.); administration (editing of the school broadcast guide, preparation of posters, overseeing compilation of mailing lists, arrangements for release of programmes over the network, correspondence); general planning of series; visits to schools, teachers' institutes and conventions, and teacher-training institutions. The Script Editor has been responsible to the Director for editing of

scripts, details of production arrangements with CKUA, planning of details of series, and script writing.

The School Broadcasts Branch has been staffed by members of the Correspondence School Branch, and housed in that Branch, using its facilities for multilithing, typing, mailing, and illustrating. The Co-ordinator is responsible to the Director of the Correspondence School Branch in all details which refer to this aspect of the work.

The broadcast service offers programmes for all grade levels, with the majority of programmes directed to the elementary and intermediate groups. The type of programme is planned to meet needs in the classroom, and to provide aid in a field not served by any other medium. Thus, the subjects presented include music (singing and appreciation), current events, literature, social studies, oral French, and speech training. A weekly five-minute review is broadcast to parents informing them of the purpose, planning, and programming of the week's broadcasts.

Broadcast guides are supplied to all teachers using the programmes. The bulletin provides information about the content of each broadcast, and suggestions as to how to prepare the class to receive the maximum benefit from the broadcast time. In the case of the two elementary participation programmes, copies of the words, music and poems are supplied to pupils so that time may be saved in copying them individually.

Direct contact is made wherever possible with teachers in the field, to secure their suggestions and reactions, and to offer help when it is asked.

#### *A. Alberta Radio Committee:*

The Alberta Radio Committee held its annual meeting on May 14 to determine the policy and plans for the broadcast year.

#### *B. Growth of School Broadcast Service:*

Interest in and use of school broadcasts has greatly increased during 1948. It is estimated that 42% of all the classrooms of the Province are equipped with or have access to a radio. The corresponding figure for a year ago was 23%.

Spring and fall editions of the school broadcast guide were issued as previously. The fall circulation to teachers, superintendents, parents, Correspondence School students, and others was increased to 4,000 (previous figure: 2,919). Fourteen thousand students' guides were issued, and although this represents an increase of 8,300 it was still inadequate to meet the registration demand, as many orders were received late in the term.

The fact that the quality of all school programmes has improved throughout the year has been borne out by the volume of appreciative and congratulatory comments from teachers who state that the broadcasts are of great benefit in the classroom. They say that the programmes are an inspiration for them in their teaching, and that students' enthusiasm for learning is increased.

### C. *Evaluation:*

In the spring a general questionnaire was sent to teachers registered as listening to the programmes, soliciting their comments and suggestions. The results from these were incorporated as far as possible in the fall broadcasts.

In the fall a new project, combining evaluation and in-service teacher training, was undertaken under the chairmanship of the Superintendent of Holden School Division. The afternoon session of a teachers' institute in October was devoted to discussion and evaluation of school broadcasts. Since this division is completely equipped with radios except for a half dozen rooms, it is well qualified to offer suggestions. The Co-ordinator of School Broadcasts was present. Each series was discussed in some detail. The results of this meeting proved valuable both to those responsible for the planning and writing of the programmes, and to the teachers who learned of new methods of using the broadcasts. Emphasis was laid on careful preparation and correlation with the regular work.

### D. *Visits and Publicity:*

Frequent visits have been made to city and rural classrooms by the Co-ordinator, Programme Director of CKUA, and various script writers, to listen to the programmes and observe class reactions. In this way it has been possible to improve scripts and production to cope with the difficult listening problems involved in classroom listening.

As a result of visits and returns from questionnaires it was seen that there was a great need for more and better classroom radios. A survey was made of electric and battery sets on the market, and radios measuring up to rigid standards were selected. Through Marketing Services Limited it was possible to make these available to schools at substantial reductions.

In February the Co-ordinator visited Lethbridge and Calgary to meet teachers, Home and School Associations, and to discuss plans for the fall broadcasts of *Elementary Music*.

At the request of the professors, visits were made to five summer school classes, to demonstrate school broadcasts, and to discuss their scope and methods of use.

### E. *Home and School Associations:*

The Co-ordinator has acted as secretary of the Radio-Visual Committee for the Alberta Federation of Home and School Associations. A listening project was set up, in which parents followed the programmes and reported their findings to the Branch. The results were, on the whole decidedly favourable. In the fall term an increasing number of parents requested guides so they could follow the programmes, saying they value the work being done for the schools.

Further contact with the Associations has been maintained by the Co-ordinator through addressing councils and locals, contributing to the *Home and School News*, interviewing Home and School representatives in the regular *Program News for Parents* series.



The School Broadcasts Branch has co-operated with the Alberta Federation in providing educational network time for two fifteen-minute broadcasts written and produced by the Chairman of Publicity and her associates.

*F. Co-operation with Western Provinces.*

Alberta has continued to co-operate with the western provinces in planning and sharing the cost of two joint series. Representatives of the four Departments of Education, and officials of the C.B.C. met in Vancouver in January, and in Toronto in March to lay definite plans and policy. It is felt that the exchange of views and the pooling of ideas, together with the resources of the C.B.C. production facilities and network service have resulted in a high quality of programming. This has contributed toward the development of a sense of unity among the boys and girls of Western Canada.

*G. National Advisory Council:*

Nine provincial Departments of Education and other national bodies interested in education met in Toronto for the annual meeting of the National Advisory Council in March. This group determines the nature and policy of the programmes presented on Friday afternoons. The script writing and production are in the hands of the C.B.C. Through their wide facilities and the high standards of their musicians, actors, and producers, they are able to provide schools with programmes not otherwise available. Notable examples of this fact are in Shakespearian play, an outstanding radio production, and the broadcasts from different parts of the Commonwealth, which made those countries seem close neighbors to Canadian children.

The National Advisory Council serves to bring together from all parts of Canada administrators concerned with school broadcasts, and in itself is an important agency in furthering national unity; the programmes themselves are designed to strengthen this sense, and to inculcate qualities of national citizenship in the boys and girls of Canada.

## VI. EXAMINATIONS BRANCH

*A. Examination Boards:*

*1. High School and University Matriculation Examinations Board.*

The jurisdiction of the Board extends over the High School examinations, particularly in the following respects: (a) types of examinations; (b) setting of papers; (c) selection of examiners; (d) statistical procedures; (e) standards of achievement; (f) selection of markers; (g) conducting of examinations; (h) irregularities; (i) special cases. It holds two regular meetings each year, one in the fall for organization purposes and one in July to review examination results. During the year, meetings were held on July 26 and November 1.

An Executive of this Examinations Board exists for the following purposes: (a) to care for the routine work of the Board

—nomination of examiners, revision of papers, special problems arising during the marking; (b) to deal with any emergent matters which may arise at times when a meeting of the full Board is not possible.

## 2. High School Entrance Examination Board.

The jurisdiction of this Board extends over the Grade IX examinations in precisely the same manner as the High School and University Matriculation Examinations Board does over the Grade XII examinations.

Meetings of this Board were held on February 18, 19, 20 and November 12, 1948. The major item of business undertaken in the first meeting of the year was the revision of examination papers which had been prepared and submitted by selected examiners. For the second and last meeting of the Board the main items of business were as follows: (a) review of examination results; (b) discussion and consideration of entrance examination; (c) organization of work for 1949 examinations; (d) other items of particular interest to this Board.

## B. Examination Statistics:

The marking of the Grade IX and Grade XII Departmental Examinations and the evaluation of results in the non-examination subjects of the high school grades were under the over-all supervision of the Associate Director of Curriculum.

### GRADE XII EXAMINATIONS

The Grade XII June Examinations were marked by a staff of 99 sub-examiners under the supervision of Mr. C. B. Johnson, Inspector of High Schools. The distribution of 28,095 answer papers according to subject was as follows:

|                               |      |
|-------------------------------|------|
| Algebra 2                     | 2852 |
| Biology 2                     | 2034 |
| Chemistry 2                   | 3211 |
| English 3, Literature         | 4397 |
| English 3, Language           | 4392 |
| French 3                      | 1890 |
| German 3                      | 21   |
| Latin 3                       | 483  |
| Physics 2                     | 2002 |
| Social Studies 3              | 4330 |
| Trigonometry & Anal. Geometry | 2483 |

The following table shows the distribution of candidates by gradings in the various subjects:

### 1948 GRADE XII

| Subject             | No. of Candidates securing "B" or higher | No. of Candidates securing "C" | No. of Candidates below "C" | Total |
|---------------------|------------------------------------------|--------------------------------|-----------------------------|-------|
| Algebra 2           | 1709                                     | 731                            | 413                         | 2853  |
| Biology 2           | 1228                                     | 499                            | 307                         | 2034  |
| Chemistry 2         | 1921                                     | 826                            | 465                         | 3212  |
| English 3           | 2648                                     | 1138                           | 597                         | 4383  |
| French 3            | 1241                                     | 362                            | 285                         | 1888  |
| German 3            | 20                                       |                                | 1                           | 21    |
| Latin 3             | 290                                      | 121                            | 72                          | 483   |
| Physics 2           | 1213                                     | 487                            | 301                         | 2001  |
| Social Studies 3    | 2564                                     | 1108                           | 665                         | 4337  |
| Trig. & Anal. Geom. | 1489                                     | 633                            | 361                         | 2483  |

The following table gives the number of candidates for the Departmental Grade XII Examinations during the past seven years:

|                        |      |      |      |      |      |      |      |
|------------------------|------|------|------|------|------|------|------|
| Year .....             | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 |
| No. of Candidates .... | 6256 | 5244 | 4950 | 5384 | 6410 | 6480 | 6545 |

Appeals for re-marking Grade XII Examination papers were received from 501 students, and 697 papers were re-read.

Grade XII Supplemental Examinations were held in August when a total of 3711 wrote the examinations.

The following table gives the number of High School Diplomas issued during the past seven years:

|                         |      |      |      |      |      |      |      |
|-------------------------|------|------|------|------|------|------|------|
| Year .....              | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 |
| No. of Candidates ..... | 2230 | 1992 | 2047 | 2149 | 3183 | 2587 | 2710 |

### *Grade IX Examinations*

The Grade IX papers were marked by a staff of 110 sub-examiners under the supervision of Superintendents C. H. Robinson, W. E. Hodgson and F. B. Facey. The reduction in the number of sub-examiners required to mark the Grade IX papers was due to the use of the Test-Scoring Machine.

The following table shows the distribution of gradings among 9,724 candidates writing the Grade IX Examinations:

| FREQUENCY COUNT FOR GRADE IX EXAMINATIONS |                            |        |               |        |          |        |        |        |
|-------------------------------------------|----------------------------|--------|---------------|--------|----------|--------|--------|--------|
| Category                                  | Cities, Towns and Villages |        | Rural Schools |        | Corresp. |        | Totals |        |
|                                           | Number                     | %      | Number        | %      | Number   | %      | Number | %      |
| H                                         | 444                        | 5.99   | 44            | 2.18   | 4        | 1.39   | 492    | 5.06   |
| A                                         | 2501                       | 33.72  | 472           | 23.39  | 72       | 25.00  | 3045   | 31.31  |
| B                                         | 2556                       | 34.46  | 733           | 36.32  | 87       | 30.29  | 3376   | 34.72  |
| C                                         | 1285                       | 17.32  | 450           | 22.30  | 70       | 24.31  | 1805   | 18.56  |
| D                                         | 632                        | 8.51   | 319           | 15.81  | 55       | 19.01  | 1006   | 10.35  |
| Total                                     | 7418                       | 100.00 | 2018          | 100.00 | 288      | 100.00 | 9724   | 100.00 |

TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTRES FOR GRADE IX EXAMINATIONS

|                              |       |       |        |        |        |       |
|------------------------------|-------|-------|--------|--------|--------|-------|
| Year                         | 1943  | 1944  | 1945   | 1946   | 1947   | 1948  |
| No. of Candidates .....      | 9,199 | 9,703 | 10,220 | 10,363 | 10,277 | 9,724 |
| No. of Writing Centres ..... | 1,515 | 1,444 | 1,360  | 1,214  | 1,141  | 1,084 |

TABLE SHOWING GRADE IX CATEGORY GRADINGS

| Category | 1945   |       | 1946   |       | 1947   |       | 1948  |        |
|----------|--------|-------|--------|-------|--------|-------|-------|--------|
|          | No.    | %     | No.    | %     | No.    | %     | No.   | %      |
| H        | †      |       | 475    | 4.6   | 491    | 4.78  | 492   | 5.06   |
| A        | 3,482  | 34.1  | 2,873  | 27.7  | 2,877  | 27.99 | 3,045 | 31.31  |
| B        | 3,394  | 33.2  | 3,695  | 35.7  | 3,771  | 36.69 | 3,376 | 34.72  |
| C        | 2,337  | 22.9  | 2,292  | 22.1  | 2,064  | 20.08 | 1,805 | 18.56  |
| D        | 1,007  | 9.8   | 1,028  | 9.9   | 1,074  | 10.45 | 1,006 | 10.35  |
| Total    | 10,220 | 100.0 | 10,363 | 100.0 | 10,277 | 99.99 | 9,724 | 100.00 |

† "H" gradings were not assigned prior to 1946.

### *Non-Examination Subjects of the High School Programme.*

Mr. R. Warren, Inspector of High Schools, supervised the work in connection with the non-examination subjects of the High School Programme. Confidential Reports were submitted by the principals and official statements of the results were mailed by

the Department of Education direct to the students. Copies of results were supplied to School Districts and Divisional Boards.

Below is a comparative table of the Certificates of Credit issued for the last five years:

|                                   | 1944   | 1945   | 1946   | 1947   | 1948   |
|-----------------------------------|--------|--------|--------|--------|--------|
| Grade XII .....                   | 3,649  | 4,169  | 4,335  | 4,462  | 4,567  |
| Grade XI .....                    | 5,355  | 5,724  | 5,773  | 6,200  | 5,704  |
| Grade X .....                     | 6,663  | 7,255  | 7,614  | 7,760  | 7,687  |
| Special One-Year Commercial ..... | 11     | 10     | 4      | 1      | 1      |
| Total .....                       | 15,678 | 17,158 | 17,726 | 18,423 | 17,959 |

### *School Credits for Cadet Training.*

High School credits were granted on Cadet Training where the requirements were met in respect of prerequisite standing and instruction hours. Below is a comparative table showing the number of schools reporting Cadet Training for the past five years. Commencing September, 1949, no further credits will be granted for Cadet Training.

|            | Military | Air | Sea | Total |
|------------|----------|-----|-----|-------|
| 1944 ..... | 61       | 68  | 11  | 140   |
| 1945 ..... | 63       | 56  | 11  | 130   |
| 1946 ..... | 82       | 23  | 10  | 115   |
| 1947 ..... | 56       | 21  | 12  | 89    |
| 1948 ..... | 29       | 24  | 5   | 58    |

### *Classification of High Schools*

Principals of High Schools submit to the Department of Education on Form A cards information concerning organization of the High Schools. The table below gives the number of schools and the type of instruction:

| Type of Instruction                    | 1945 | 1946 | 1947 | 1948        |
|----------------------------------------|------|------|------|-------------|
| Including Grade XII .....              | 270  | 277  | 261  | 276         |
| Including Grade XI but no higher ..... | 135  | 119  | 107  | 79          |
| Including Grade X but no higher .....  | 129  | 142  | 153  | 150         |
| Special One-Year Commercial .....      | 1    | 1    | 1    | 1 included  |
| Group C Technical .....                | 3    | 3    | 5    | 10 in above |
| Group B Commercial .....               | 26   | 26   | 30   | 23 total    |
| Total number of schools .....          | 531  | 538  | 521  | 505         |

### *Test Scoring Machine.*

The Examinations Branch rents an I.B.M. test-scoring machine which is used for scoring certain departmental examinations, particularly at the Grade IX and XII levels. In addition, the Examinations Branch undertakes the scoring of tests for interested educational groups outside the Department. The following table shows the extent of this service for the years 1947 and 1948:

| For                                            | Nature of Tests                               | No. of Papers | 1947   | 1948   |
|------------------------------------------------|-----------------------------------------------|---------------|--------|--------|
| Dept. of Education                             | Gr. IX & Gr. XII                              | 23,277        |        | 44,541 |
| Faculty of Education<br>(Calgary and Edmonton) | Departmental Examinations                     |               |        |        |
| School Divisions                               | Health, Music,<br>Personality, etc.           | 1,605         |        | 3,258  |
| (Foremost and Killam)                          | English, French,<br>Biology, Psychology, etc. | 39            |        | 781    |
| Dept. of Education<br>(Victoria, B.C.)         | Mathematics, English                          |               |        | 14,822 |
| Separate Schools<br>(Calgary and Edmonton)     | Science, Mathematics                          |               |        | 586    |
| Commercial High<br>(McDougall)                 | Aptitude Tests                                |               |        | 400    |
| Total .....                                    |                                               |               | 24,921 | 64,888 |

## REPORT OF THE REGISTRAR (D. M. Sullivan)

### THE BOARD OF TEACHER EDUCATION AND CERTIFICATION

To deal with problems directly affecting education and certification a Board was in 1945 constituted by Order in Council, to be known as the Board of Teacher Education and Certification. The Chairman of this Board is always the Chief Superintendent of Schools. Five members of the Board, including the Chief Superintendent of Schools, and the Director of Curriculum, represent the Department of Education; five, including the Dean of the Faculty of Education, and the Director of the Calgary Branch, represent the University of Alberta; three members represent the Alberta Teachers' Association, including the President and the General Secretary-Treasurer of the A.T.A.; one member of the Board is appointed to represent the Alberta School Trustees' Association.

For forty years, that is from the year 1905 when the Province was formed until the end of June 1945, teacher training in Alberta was carried on in one or more of the three Normal Schools. In June, 1945, the Normal Schools ceased to exist and teacher training became a function of the University of Alberta. Before 1945 the Faculty of Education had for a number of years trained persons, mainly graduates, for high school teaching, but after that year, the Faculty of Education assumed complete responsibility for all phases of teacher training, elementary, intermediate and high, as well as all courses for special certificates. The Calgary Branch of the Faculty of Education offers two years of the Bachelor of Education programme and gives all the one-year, two-year or three-year practical courses in Industrial Arts. The one-year course leading to the Junior Elementary and Intermediate school certificate is given in both centres, Calgary and Edmonton. The Edmonton Branch offers the complete four-year programme as well as post-graduate programmes in fifth or sixth years. The enrolment for the Fall of 1948 was as follows:

| TOTAL ENROLMENT IN ALL PROGRAMMES |           |           |
|-----------------------------------|-----------|-----------|
| Edmonton                          | 476 men   | 373 women |
| Calgary                           | 86 men    | 129 women |
|                                   | <hr/> 562 | <hr/> 502 |

Five meetings of the Board were held during the year, in January, March, June, October and December. Topics included the use of Audio-Visual Aids in teacher training, resolutions concerning courses in religious instruction at the Faculty of Education, special certification for principals and superintendents, Courses in Guidance and in Vocational Agriculture. New regulations regarding special certificates, particularly in the field of Industrial Arts, are made necessary from time to time to keep pace with new demands in the schools and in industry; these regulations are the responsibility of this Board, likewise all matters affecting teacher training, practice teaching, and evaluation of apprenticeship training. Special techniques such as the activity and the enterprise come up for discussion at the meetings of the Board. The Board of Teacher Education and Certification determines for recommendation to the Minister of Education the types of certification of

Alberta teachers and the requirements for each and every class of Alberta teachers' certificates; further, it makes recommendations with respect to the professional qualifications and standing required of all teachers whose diplomas or certificates were not obtained in Alberta. During the present period of teacher shortage the Board has devoted much attention to the problem of augmenting the supply of qualified teachers and devising ways and means to keep the educational wheels turning, particularly in communities where fully qualified teachers are not readily available.

#### TEACHER TRAINING SCHOLARSHIPS

The Government of the Province of Alberta again in 1948 granted two hundred scholarships to candidates enrolling in the Faculty of Education, University of Alberta, Calgary or Edmonton. One hundred and eighty scholarships were available to candidates enrolling in the one-year programme leading to the Junior Elementary and Intermediate School Certificate. Twenty scholarships were available to candidates enrolling in the first year of the two-year programme leading directly to the Senior Elementary and Intermediate School Certificate.

Candidates for the Scholarships had to meet the matriculation requirements of the Faculty of Education, with at least a high school diploma and B. standing in four grade XII examination subjects including English and Social Studies. Candidates must be British subjects, residents of the Province of Alberta, and of the age of eighteen at the time they qualify for a teaching certificate. Those who accept the scholarships are required to sign an agreement undertaking to teach in Alberta for three years at least, or to refund a proportionate part of the scholarship.

In addition to awarding scholarships the Department of Education also continued its policy of paying the tuition fees of all students enrolled in the Junior Elementary and Intermediate School Certificate (one-year) course, contingent upon the signing of an agreement to teach three years in the Province.

#### TEACHER EXCHANGE

For some time past considerable interest has been manifested by our teachers in exchanging with American teachers, and in 1948 we were able to arrange the first Alberta exchange with an American teacher.

During 1948, nine exchanges were arranged for Alberta teachers: four with teachers from England, one with a Scottish teacher, one with an American teacher, and three with Ontario teachers.

A teacher for whom an exchange is arranged must be at least twenty-five years of age and must have had at least five years' successful teaching experience. The application for exchange must be approved by the local school authority and receive the endorsement of the Deputy Minister of Education. A medical certificate must accompany the application which is forwarded to the Canadian Education Association in Toronto for 'matching.'

During 1948 the Imperial Oil Limited increased its grants from \$2,500.00 to \$5,000.00 toward Teacher Exchange arrangements and as a result teachers going Overseas and to the United

States on 'exchange' were granted bursaries of \$50.00 to assist in their expenses; and teachers going on provincial "exchange" were granted bursaries of \$75.00.

With the increase in the number of bursaries granted, it appeared impossible to send food parcels to exchange teachers Overseas out of the money contributed by Imperial Oil Limited. The Canadian Education Association thereupon approached the T. Eaton Company who generously agreed to provide Christmas food parcels for the forty-one Canadian teachers on exchange in the United Kingdom.

#### INTER-PROVINCIAL MOVEMENT OF TEACHERS

The prevailing movement of teachers is westward. Not all teachers who write letters concerning a move to another Province actually leave Alberta but it is likely that at least fifty teachers did so move. The attractive climate of British Columbia was the main appeal.

To counterbalance this loss our Province received a large number of teachers from eastern provinces. Our records indicate that 124 properly certificated teachers from other provinces entered Alberta in 1948, as well as 13 from British possessions and one from Holland. The reasons most often advanced for this desire to settle in Alberta are: the up-to-date curriculum in Alberta; the attractive salaries and pension scheme, and general professional level of teachers here; the climate, economic conditions, government, and social advantages.

#### CERTIFICATES ISSUED IN 1948

Certificates of all types issued in 1948 totalled 1409. Some of these were reissued certificates of teachers who changed their names by reason of marriage. Even with the 138 teachers who entered Alberta from other provinces or countries there was a shortage, and it was found necessary again to issue temporary teaching privileges by means of Letters of Authority. A Letter of Authority is issued only to candidates who have had considerable teacher training; for example, some teachers from other provinces who have only a Second Class Certificate are granted a Letter of Authority, and a few students of the Faculty of Education whose work was not entirely satisfactory qualified for a Letter of Authority until such time as they can satisfy the teacher-training requirements. In all, 427 Letters of Authority were issued in 1948.

#### BOARD OF REFERENCE

A Board of Reference was set up in 1934 to deal with disputes or disagreements between school boards and teachers with respect to the termination or cancellation of contract or engagement between school boards and teachers. The Board of Reference consists of not more than three members appointed by the Lieutenant Governor in Council, but the Minister may refer any application, dispute, or disagreement for determination to any designated member of the Board of Reference. Each application to the Board of Reference must be sent by registered mail to the Minister not later than the tenth day of July, and must be accompanied by a fee of twenty-five dollars which may be returned on recommendation of the Board of Reference. During the years immediately follow-

ing this legislation numerous applications were made to the Board, the highest number being sixty-one appeals in 1937. The cases rapidly decreased in number each year until there were none at all in 1944, 1945 and 1946. Ten cases arose in 1947 of which six were either withdrawn or settled out of court.

Seven appeals were made to the Board of Reference in 1948. Two were settled out of court. One school board withdrew its notice of termination; one teacher failed to appear and later withdrew her appeal; another teacher abandoned his appeal. The action of one school board was disallowed because of improper notice, and in the seventh case the action of the Divisional Board was confirmed by the Judge and the twenty-five dollar deposit was forfeited.



## REPORT OF THE SUPERVISOR OF INDUSTRIAL ARTS

(A. P. Tingley)

### *Programmes.*

The revised programmes in Industrial Arts for the intermediate grades and the Farm and Home Mechanics programmes for high school grades introduced in September, 1946, have proven their worth and have been found to meet adequately the needs of the students for whom they were designed. The Farm and Home Mechanics programmes have been set up in bulletin form and it is proposed to follow this procedure with the Industrial Arts and Technical Electives programmes.

Progress is being made in formulating mining courses for high school boys in mining areas and it is intended to have these courses ready for trial by September, 1949.

### *Safety Education.*

Emphasis continues to be placed on "Safety Education". Safety practices and the dissemination of safety knowledge on the part of the teachers and parents is necessary if we are to meet with any degree of success in curbing loss of life and destruction of property through carelessness and ignorance. A little reflection should lead the careful thinker to the realization that two factors are present in every case of accidental injury; there must be some degree of hazard and there must be an unsafe act.

Obviously, then, the practical approach is to set up and maintain a double-barrelled programme of reducing the factor of physical hazard and developing safe and adequate behaviour *at all times and in every respect by everyone*. The tragic results of preventable accidents are chronicled daily in the press and a definite, concentrated effort directed towards vitalizing this phase of our educational programme is obviously necessary.

### *Accommodation.*

School boards are becoming aware of the wisdom of providing adequate accommodation for shop activities. While the accommodation in some centres still remains unsatisfactory due to small basement rooms being used we look forward to the time when such accommodation will be a thing of the past. Where restricted



basement areas lacking proper ventilation and lighting are used, not only is the proper offering of the programmes hampered but definite accident hazards are present.

Many boards, in planning for new schools, have made provision for modern accommodation for shop activities. Supplies of building materials are now becoming more plentiful and this factor coupled with the falling lumber market will no doubt enable boards to provide adequate accommodation at a fairly reasonable cost.

#### *Equipment.*

New centres that have opened during the year have been well equipped and other centres have had considerable new equipment added. A large number of items of equipment that have been in short supply for a number of years are again on the market and school boards will be in a position to bring their shops up to a satisfactory standard.

#### *Instructors.*

The situation with respect to qualified instructors has improved during the past year and we may look for a continuation of this improvement. This is due to an increasing number of students in the Faculty of Education taking the Industrial Arts programme.

Instructors are, on the whole, providing ample evidence of their sincerity and conscientious application to duty. Both the character of the instruction and the results being achieved are commendable.

Their interest in programme revision has also been greatly appreciated. A considerable number still continue to attend summer sessions either in Alberta or some part of the United States thus signifying not only their desire to raise their qualifications but an interest in keeping abreast of modern developments in their field.

#### *Statistics.*

On December 31, 1948, one hundred forty-eight shops were in operation at one hundred seven centres in the Province. Seventy of these shops were on circuits served by travelling instructors.

Ninety-eight instructors were employed; seventy-six full time and twenty-two part time.

Twenty-five night classes are in operation at twenty-two centres in the Province.

Eleven new shops were opened during the year. Nine shops were reopened that had been closed during the previous year. Two shops were closed due to the transfer of the instructors to other circuits.

The unit registration on December 31, 1948, was as follows:

|                               |        |
|-------------------------------|--------|
| Industrial Arts .....         | 6,731  |
| Farm and Home Mechanics ..... | 1,245  |
| Technical Electives .....     | 2,190  |
| Total Registration .....      | 10,166 |

#### *General Observations.*

For the first time in the history of the Province a conference for all instructors engaged in teaching Industrial Arts or Technical

Electives was held in Calgary on May 21 and 22. Despite the fact that they had to pay their own transportation and living costs, the attendance was nearly one hundred per cent. This conference marked a new departure and the results proved to be of great value to all concerned. It also furnished further proof of the sincerity and professional interest on the part of instructors. It is hoped that this may become an annual event since its sessions furnish the only opportunity for instructors to meet together to discuss problems of common interest.

The Alberta Advisory Committee on Research in Practical Education, which was set up in 1947 to assist the Dominion committee in its research project, met in Edmonton in September. Mr. A. G. McColl (Toronto), director of the project, was present at this meeting and gave a progress report on different phases of the work being carried on. As Chairman of the Alberta committee it has been the writer's responsibility to handle the forwarding of the student withdrawal cards to the principals of the forty-six selected schools, also to forward the various questionnaires and reports, furnished by the director, to the members of the committee and a selected group of agriculturists. Over fifty thousand of these cards were distributed throughout the Dominion and the findings based on the information secured should serve as a guide in formulating future educational policies.

The curriculum now includes a wide selection of practical courses which, if implemented by school boards, will do a great deal towards meeting the needs and holding the interests of the large numbers of students who now fail to complete their high school education. Concrete evidence of the growing awareness on the part of school boards and ratepayers in respect to the importance of practical education is not lacking. During the past year the net gain in shop centres was eighteen with an net increase of five hundred sixteen students.

A significant development of the year has been the completion of an arrangement with the Apprenticeship Board whereby students who have successfully completed courses in Technical Electives in unit shops under approved instructors, will, if they enter apprenticeship training, receive credit for such instruction, thereby shortening the time required for such apprenticeship training.

The outlook for the future of practical education in the Province is bright and a steady but sound growth may be expected.

## REPORT OF THE SUPERVISOR OF HOME ECONOMICS

(A. Berneice MacFarlane)

On December 31, 1948, there were one hundred twenty-one Home Economics centres in operation; twenty-seven of these are in Calgary and Edmonton and eighteen are on circuits. Ninety-one instructors are employed, sixty of which are employed full time and thirty-one, part time.

Night classes in Home Economics were operating at seven centres during the year.

During the year new Home Economics centres were opened at Oyen, Sedgewick, Spirit River, Rosemary, Boyle, Foremost, Conquerville and Calmar. Due to lack of instructors Home Economics activities were discontinued on two circuits and one single centre this year. Home Economics rooms were reopened at three centres, two of which are part of new circuits.

The unit registration in Home Economics was 9,681. In addition, needlework is taught as part of the regular high school programme at thirteen centres.

A number of the Home Economics centres in the Province are in basement rooms, restricted in area, poorly ventilated, with inadequate lighting and equipment. This type of centre is most discouraging to students and instructors alike. It is gratifying to note that, on the whole, very good accommodation and equipment have been provided at the new centres. It is evident from the enthusiasm shown by the students and the people of the communities concerned that the establishing of these centres has been appreciated. Several school boards are planning new schools, and in these the Home Economics centre is being given an important place.

The situation with respect to the supply of qualified instructors still remains critical. A few centres remain closed due to the impossibility of securing instructors. Special teaching privileges have been extended, and by attendance at summer school sessions, qualifications are being improved.

At many of the larger centres in the Province technical electives are being offered to meet the growing need and interest in practical subjects. Instructors are, on the whole, providing instruction of a sound nature. Regardless of conditions they show initiative and ingenuity in arranging and organizing their Home Economics centres. Their co-operation in the matter of programme revision and their sincere interest in Home Economics activities and administration is encouraging and commendable.

*Dormitories.*

At the present time there are twenty-six dormitories operating in the Province. Accommodation and equipment on the whole seem adequate. The menus are planned for variety and good nutrition. The price paid by the students varies from \$15.00 to \$23.00 a month.

A short course for dormitory supervisors was offered under the auspices of the Department of Agriculture at Olds during the summer, and it was both interesting and valuable.

## REPORT OF THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART, CALGARY.

(J. Fowler, *Principal*)

According to a survey conducted some years ago by the Society for the Promotion of Engineering Education, a Technical Institute is defined as follows: "It is a school of post-secondary character but distinct in character from a college or a university. Its purpose is to train young men and women for callings and functions that occupy an area between the skilled trades and the highly scientific professions." In other words, the Technical Institute trains the foremen and supervisors of industry. To give such training effectively the Technical Institute must have a two-fold programme. It must provide instruction in all the skills of a given trade; it must also give to its trainees a sound technical background of the scientific and other principles on which the trade is based.

In most of the courses at the Provincial Institute of Technology and Art half of each day is devoted to shopwork involving projects of a commercial nature. A great deal of the work is concerned with the overhaul and repair of privately owned automobiles, tractors, combines, aeroplanes, radios and other electrical equipment, and so on. Construction and installation work is also undertaken by students in Building Construction and in Machine Shop Practice. Through such projects the students are given thorough training in the use of all the hand and machine tools of the trade they are preparing to enter. Through the use of these "live" jobs a very high degree of motivation is attained in the practical phases of the Institute's programme of training.

The other half of each day is devoted to classroom and laboratory studies involving Mathematics, Physics, Chemistry, Drafting, etc., as these subjects are applied in the various trades. By showing the application of scientific principles to the shopwork taught, and by devoting the instructional time in Mathematics and Drafting to applied problems, a high degree of motivation is again attained.

While the function of the Institute is primarily utilitarian, cultural training is not forgotten. Its Art Department is probably the finest of its kind in Western Canada, and provides expert instruction in Fine Art, Commercial Art, and a great variety of crafts. Work in Drama and in Music (both vocal and instrumental) is fostered through extra-curricular activities.

For upgrading of persons engaged in various industries in the City of Calgary, the Institute offers a comprehensive programme of evening courses. These run for a period of eighteen weeks during the winter months. Year by year they are becoming more popular, so that now the enrolment in such courses rivals the daytime enrolment which is drawn from the whole Province.

Nine correspondence courses provide opportunities for self-improvement and subsequent advancement for men engaged in the steam-engineering and coal mining industries. These courses, which are largely the work of Mr. A. Higgins who will be retiring from the service at the end of 1948, are recognized as the best of

their type in the Dominion of Canada. In addition to being the basis of the instruction given by the Correspondence Department of the Institute they are also used by the Department of Education of Manitoba and Nova Scotia.

In the Fall of 1948 a new feature was added to the Evening School programme of the Institute when special classes were organized for the technical personnel of various units of the reserve army. These classes were started at the request of officials of the Department of National Defence. This Department will not only pay the fees of the trainees but will also pay army allowances for the time spent in taking a course, to all men who successfully complete it.

Similar courses for reserve naval personnel are also under discussion with officials of H.M.C.S. Tecumseh in Calgary.

#### *Equipment.*

Since the conclusion of World War II the various Departments of the Institute have been gradually re-equipped as machines and tools have become available. The facilities of the various shops and laboratories are now such that a considerable measure of pride may be felt in throwing them open for inspection by interested individuals and organizations. During the school year 1947-48 the Institute held "Open House" on three occasions. Arrangements were made to have all departments fully operating in the evening, and the visitors were taken on specially conducted tours to give them at least a superficial knowledge of the facilities available to the youth of this Province. Over 250 persons visited the Institute on these occasions.

During 1948-49 requests have already been received from four organizations whose members wish to visit the Institute in order that they may be informed as to the types of training which it offers.

#### *Enrolment.*

Of the total enrolment for Day Courses in 1948 approximately 10% consists of ex-service personnel who are taking rehabilitation training under the Department of Veterans' Affairs. The distribution of the Day enrolment by courses is as follows:

|                                               |     |
|-----------------------------------------------|-----|
| Agricultural Mechanics                        | 63  |
| Air Engineers                                 | 30  |
| Aeronautical Engineering                      | 14  |
| Art                                           | 51  |
| Automobile Mechanics                          | 42  |
| Automotive Electricity                        | 4   |
| Auto Body Apprentices                         | 4   |
| Building Construction and Drafting            | 25  |
| Commercial Wireless Operating                 | 10  |
| Farm Construction and Mechanics               | 18  |
| Industrial Arts for Teachers                  | 32  |
| Industrial Dressmaking and Commercial Cooking | 22  |
| Industrial Electricity                        | 50  |
| Machine Shop                                  | 15  |
| Mechanical Drafting                           | 10  |
| Radio Servicing                               | 15  |
| Surveying and Drafting                        | 21  |
| Tractors                                      | 10  |
| Welding                                       | 50  |
| Specials                                      | 20  |
| Total                                         | 506 |

*New Courses.*

This year the Institute is offering for the first time a course in Refrigeration Servicing. In its experimental stages this course will be integrated with the parallel course in Radio Servicing.

For the first time in its history the Institute has been requested to assist in the apprentice training programme by giving training in the fields of Radio Technician and Auto Body Repair. To date the number of trainees has been small, due to the pressure of work in these trades, and the consequent difficulty of releasing apprentices for school training. But, at least, a beginning has been made in this work.

*Placement.*

At the end of the school year in May, 1948, every student who desired employment was placed in remunerative employment through the joint efforts of the Institute staff and the National Employment Service. Since then the Institute has received a constant and continuing series of calls for mechanics, draftsmen, electricians, surveyors, welders, commercial artists and so on,—calls which we were largely unable to meet. It is hoped that in future years, through the assistance of the Supervisor of Guidance, larger numbers of high school students will be informed of the facilities of the Institute and of the attractive careers which may stem from its training. Only by increased enrolment at the Institute can the demands of industry for potential foremen be met.

*Student Activities.*

With the kindly and enthusiastic sponsorship of members of the instructional staff, all of the extra-curricular activities of the students' Association continue to flourish in a most amazing way. Athletic, social and cultural activities occupy all the vacant periods of the Auditorium, the Gymnasium and the Rink. The school paper, "The Emery Weal" and the yearbook, "The Tech—Art Record" are well under way for the current school year. Preparations for the 27th Annual Tech Banquet and Dance which will be held in the Palliser Hotel on February 4, 1949, are going forward—though it seems almost inconceivable that a better banquet than those of recent years is possible. Through these and other activities a great many students are receiving invaluable training in organizational and co-operative leadership.

*Departments of the Institute.*

A few brief comments regarding some of the highlights in the work of the various departments may be of interest.

*Department of Aeronautics.*

The shopwork of this department is now housed in the former R.C.A.F. Drill Hall which has been remodelled by the addition of a tool-room, a wash-room, a "Dope" shop, an engine test house, and an instructors' office. With such adequate space and much new equipment the Institute is now in a position to give very thorough, practical training in both airframe and aero-engine work.

It is gratifying to note the steady increase in the enrolment in the third year of Aeronautical Engineering which was first

organized in 1946. In the three succeeding years the enrolment in this course was 6, 8, and 14. This year of advanced study prepares candidates for the examinations of the Associate Fellowship of the Royal Aeronautical Society. The number of our students who have been successful in these examinations has been most gratifying and reflects the greatest credit on Mr. A. A. Peebles and the members of his staff.

*Department of Agriculture Mechanics.*

Since the work in this department was expanded to a two-year course in 1947 the department has become one of the most popular in the Institute. During the current season the enrolment in day classes has grown to 91. The intensely practical nature of the instruction appeals greatly to young lads on mechanized farms. They find that they can spend their five "off" months in self-improvement carried on under congenial conditions.

*Art Department.*

With its fine equipment and its well qualified staff the Art Department is attracting a serious and talented type of student. In all its classrooms and studios the atmosphere of intent "busyness" is most noticeable. The work of the student is remarkable for its quantity and its high quality.

Two of the most interesting features in this department are the increased interest and enrolment in the Saturday Morning Art Classes for children, and the beautiful original pieces of pottery being turned out by the classes in Ceramics. This latter phase of the work has been made possible through the devotion of Mr. L. O. Lindoe, who spent months of research work during the summer of 1948 to make himself proficient in the use of local clays and in developing suitable glazes to apply to them.

*Department of Automobile Mechanics.*

This Department continues to give sound instruction in all phases of the automobile repair industry. Some of the bodywork jobs that are turned out by the students are really works of art, while the mechanical repair jobs, though less spectacular, are no less effective.

A new phase in the work of this department is the training of auto-body apprentices—a work that has been undertaken at the request of the Apprenticeship Board of Alberta.

*Department of Building Construction.*

In addition to very modern woodworking machinery this department possesses elaborate equipment for designing and making concrete and for testing the finished product. This phase of the work makes a strong appeal to men in the trade whose training has largely been by rule of thumb. The evening classes in Building Construction are filled to capacity by enthusiastically interested students.

*Drafting Department.*

The blueprint is the universal language of the mechanic. Every mechanism that is to be made first must be designed on paper. Yet many mechanics find the blueprint quite unintelligible. For this reason all students in the mechanical courses at the

Institute are given some training in Drafting and Blueprint Reading. Students in some courses major in this work. For many years the evening classes in Drafting have been extremely popular.

The department is well equipped with modern mechanical devices to increase speed and accuracy in drafting. It also has modern machines for making blueprints and ozalid prints.

*Department of Industrial Dressmaking.*

Evening classes in this department are extremely popular. During the winter of 1948-49 six such classes are being successfully operated. So enthusiastic are the students that many of them appear in the classroom half an hour before opening time, so as to take full advantage of the instructional facilities.

In the Spring of 1948 the department staged an interesting and successful Fashion show at which both men and women students modelled the garments they had designed and made in class. These ranged from the old-fashioned night-gown to the most modern creations for evening wear. Sports clothes and business suits and dresses were also in evidence.

*Department of Industrial Electricity.*

In addition to giving broad training in all phases of the Electrical industry this department has training facilities in Radio and Refrigeration Servicing and in Commercial Wireless Operating. The department finds itself quite unable to meet the demand for its graduates. Many large industrial concerns such as Calgary Power Limited, come to the Institute regularly for appointees to their operating staffs.

In the Radio course instruction is now being given on F.M. Equipment and on Television. Students in this class have also installed an "Intercom" system by means of which conversations can be conducted between various departments within the Institute—with a consequent saving of time on the part of the instructors concerned.

Year after year the record of passes obtained by Institute students in the Department of Transport's Wireless Operating Examinations has been phenomenal, and reflects the greatest credit on the instructor, Mr. C. M. Johnson.

During the year the syllabus of instruction in the electrical shops has been radically revised, so that instead of remaining with the same instructor throughout the year, each student studies different phases of the course under the direction of an instructor who holds special qualifications in that phase. It is expected that this experiment will result in increased efficiency of instruction.

*Machine Shop Department.*

This department not only trains machinists but also gives some instruction in Machine Shop Practice to all students taking mechanical courses, as well as to Industrial Arts teachers-in-training. It also acts as a service department for the doing of mechanical repairs on jobs in other departments and on the Institute's own equipment. At the same time it is carrying out a five-year programme of modernizing one of its own shops by reconditioning all the old machines and by equipping them with



individual drives to replace the shafts, pulleys, and belts by which they are now driven. It is also constructing new equipment (hydraulic presses, potters' wheels, carpenters' vises, etc.), for other departments. By such devices the instruction in the Machine Shop is made very vital.

Graduates of this department are in great demand in industry. With the present enrolment the supply will never catch up with the demand. One graduate in May, 1945, secured employment in one of the Drumheller mines at an initial salary of \$225.00 per month, with a forty-hour week and time-and-a-half for overtime. This means that his take-home pay would probably exceed that of the instructors by whom he was trained!

#### *Department of Science and Mathematics.*

These are ancillary departments in that they provide theoretical instruction for students in other departments, without giving any major course in either Science or Mathematics. No attempt is made to give a systematic course in either Physics or Chemistry, or in Mathematics. Instead, only those phases of the subject are stressed which are important in the particular trade for which the class is training. In order to make this type of training possible it is necessary to segregate the various classes in Mathematics and to a lesser degree those in Science, so that proper emphasis may be given to the topics appropriate to this course.

#### *Welding Department.*

Visitors to the Institute have described its Welding Shop as the best equipped of its kind in Canada. If the numbers of students who pass through it, and their successes in the Government Examinations of Competency are any criteria the statement would appear to be well founded on fact.

The Welding Shop can accommodate only twenty students at one time. The length of the Day Course is three weeks. Year after year these courses are booked to capacity months in advance, and by the same token, there are capacity evening classes operating four nights per week throughout the winter months.

#### *Correspondence Department.*

In the Correspondence Department, approximately 400 students received service during the year. Enrolment in the mining courses showed a substantial increase with steam enrolment remaining about the same. The percentage of answers returned for correction was higher than usual being 92% in mining and 81% in steam. This would be even higher still but for the fact that some students purchase courses for review purposes only or have not sufficient time before the examination date to avail themselves of the complete correction service. Courses completed and number of certificates issued also show an increase but the number of complete courses sold as textbooks is down, this being the only branch showing a drop in figures from the previous year.

#### *Evening and Saturday Morning Classes.*

These classes in both technical and cultural subjects are becoming more popular year by year. At the present time thirty-

one classes are operating, with the prospect that several others will be organized in the near future, to care for the needs of reserve army and navy personnel.

#### *Summer Session.*

During July and August, 1948, the Institute conducted courses for Industrial Arts Teachers on behalf of the University of Alberta. Four theoretical courses and six shop courses were offered. The total enrolment was 85 students. Perhaps the outstanding feature of these classes was the extreme industry of the students, many of whom worked in the shops during the noon hour and after 5 p.m., so as to get the greatest possible amount of training and experience for the time and money they were spending. Such enthusiasm merits high commendation.

In concluding this report it is desired to acknowledge the continued loyal support received from the members of the staff of the Institute, and in particular, from the Shop Director, Mr. E. W. Wood, whose initiative, enthusiasm, and untiring energy are deserving the highest commendation.

Acknowledgment is also made of constant courtesy, consideration and support received from the Deputy Minister of Education and from other officials of the Department of Education.



### REPORT OF THE CORRESPONDENCE SCHOOL BRANCH

(G. F. BRUCE, *Director*)

The Correspondence School Branch continues to assist thousands of children, youths and adults to obtain further academic education, in accordance with regulations set forth by the Department of Education. Total enrolment is made up of:

- (a) children attending supervised Centres;
- (b) children who live too far from a school;
- (c) children who are ill over an extended period or who are otherwise physically unable to attend school;
- (d) youths who are being held in places of detention;
- (e) high school students who, though in attendance at school, find it impossible for one reason or another to obtain classroom instruction in one or more subjects for which they wish to enrol;
- (f) youths and adults who, though they have left school, wish to continue their high school education with a desire to obtain a high school diploma or university entrance standing;
- (g) adults who, for personal reasons, wish to take any correspondence course.

The total enrolment of students as of December 31, 1947, might be broken down as follows:

|                            |       |
|----------------------------|-------|
| Elementary Grades I-VI     | 6,726 |
| Intermediate Grades VII-IX | 1,930 |
| High School Grades X-XII   | 3,314 |

There has been a drop in enrolment this year of nearly 20% in Grades I to IX. The number of students taking high school courses has remained steady for the past few years.

Results show clearly that the average pupil or student, if given the parents' full co-operation and encouragement, will make a success of the course.

The staff of the Correspondence School Branch comprises a permanent instructional staff of about 60 fully-qualified teachers. These teachers prepare the courses sent out to pupils and students and correct the lessons submitted for correction. In addition to this number, pressure of work between October and May requires the employment of a large temporary staff. The great majority of these fully qualified teachers is drawn from among married women, most of whom are wives of veterans attending the University of Alberta. For two good reasons we are fortunate in being able to use the services of these women:

- (1) their appointment does not deprive the classroom of the services of a qualified teacher.
- (2) we cannot encourage any single lady teacher to feel that she may obtain permanent employment in this Branch.

A great deal of study and research is completed before new courses are prepared. Several teachers each year must give a considerable amount of time to the writing of new courses. Special consideration is given to the preparation of attractive and educative illustrations. Instructors also endeavour to explain the steps of difficult points fully and clearly. Considerable thought goes into the preparation of various types of questions which will test the child's knowledge of the lesson and yet may make speedy marking possible.

After the lesson material and exercises have been prepared by a teacher they are typed, proof-read, typed on aluminum plates, again proof-read, and corrected. These plates are then ready for multilithing. The pages must be assembled and stapled into books. All of this clerical, typing, and multilithing work is done in the Branch. These employees, together with stenographers, recording clerks, filing clerks, bookkeeper, and illustrator make up the staff of the administrative section.



## REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

This review of the operation of the School-Book Branch, during the past twelve months, will touch briefly on the following points:

- (A) A broad survey of the year's activities
- (B) The financial aspects of the business
- (C) An analysis of book sales
- (D) Some salient activities of the past year
- (E) Book supply problems and trends
- (F) The organization, function and services of the Branch

### (A) A YEAR OF PROGRESS

The Management reports with pleasure that the preceding twelve months represent an all time high point in the volume of books supplied to the teachers, students and school boards in Alberta. In terms of dollar receipts, this year's business surpasses that of last year by almost thirty-two per cent.

We are acutely aware that a good part of this increase is the direct result of publishers' price advances. However, making allowance for higher prices, we find that the book unit volume has never been as great.

The net cash receipts of the School-Book Branch are rapidly approaching the half a million dollar mark. All indications point to a future turn-over of even larger proportions.

Cash receipts are but one criterion of successful operation. A more important standard is the efficiency with which the required books are distributed to Alberta school children. While the Staff of the Branch has never been completely satisfied with its service and is constantly striving to improve its methods, it is evident that in this year there have been fewer book shortages than at any time since 1939. Because of the improvement in availability of books the Branch has been able to give better service.

### (B) THE FINANCIAL REPORT

A study of the Provincial Auditor's Report shows the business to be in good financial condition. The most recent official statement on School-Book Branch operation is to be found in the "Public Accounts of the Province of Alberta" for the fiscal year April 1st, 1947 to March 31st, 1948 inclusive. A few pertinent statistics for the period follow:

- (1) The total net cash receipts from the sale of all classes of books amounted to \$489,620.70. This sum, which is the greatest cash volume of sales registered since our Office was first organized, represents an increase of \$118,503.45 over the total receipts of the previous fiscal year.
- (2) The arithmetic mean expenditure for books of all types purchased from our Branch during the last fiscal year was approximately \$3.13 per pupil. That is, in the period between April 1st, 1947 and March 31st, 1948, the total expenditure of moneys for new school books averaged out to less than 1.6 cents per school day, per student. This estimate is based on a total Alberta student population of 156,629, a school term of 200 days and net cash receipts of \$489,620.70 for the fiscal year.
- (3) To replenish stock the Branch made purchases of \$409,769.56 worth of books. Over 90 per cent of this sum was paid to Canadian Publishers or Canadian Agents.

### (C) AN ANALYSIS OF BOOK SALES AT VARIOUS SCHOOL LEVELS

It is of interest to analyse the total net volume of sales in elementary, intermediate and high school. What proportion of the complete net receipts was expended at each of these school levels?

The following table throws some light on the amount spent on prescribed textbooks, recommended reference books and library books:

TABLE SHOWING SALE OF BOOKS BY SCHOOL LEVELS

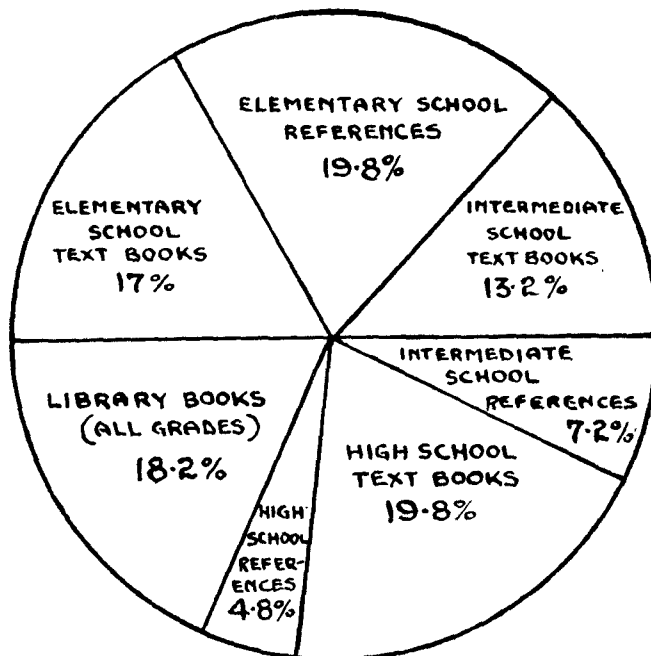
Period: Fiscal Year (April 1st, 1947—March 31st, 1948)

Total Net Receipts \$489,620.70

| School Level                   | Textbooks           | Reference Books     | Library Books    | Totals                          |
|--------------------------------|---------------------|---------------------|------------------|---------------------------------|
| Elementary (Grades 1-6) ...    | \$ 83,066.63        | \$ 97,216.56        |                  | \$180,283.19                    |
| Intermediate (Grades 7-9) .... | 64,028.20           | 35,424.49           |                  | 99,452.69                       |
| High School (Grades 10-12) ..  | 97,007.48           | 23,686.70           |                  | 120,694.18                      |
| ‡Combined (Grades 1-12) ..     |                     |                     | 89,190.64        | 89,190.64                       |
| <b>Totals</b> .....            | <b>\$244,102.31</b> | <b>\$156,327.75</b> | <b>89,190.64</b> | <b>Grand Total \$489,620.70</b> |

The simple circle graph which follows gives a pictorial representation of the percentage distribution of the sale of books for three school levels. It affords some general conception of the relative proportions of public expenditures on textbooks, reference and library books. The data for this "pie" graph were derived from the foregoing table.

CLASSIFIED PERCENTAGE DISTRIBUTION  
OF SCHOOL BOOK SALES ACCORDING TO  
GRADE LEVELS



PERIOD: FISCAL YEAR ENDING MARCH 31st. 1948  
(FOR CASH VALUES OF PERCENTGE SEE TABLE PRECEDING)

#### (D) HIGH LIGHTS OF THE PAST YEAR

This brief review of a few of the salient activities of School-Book Branch operation relates to the period January 1st, 1948 to December 31st, 1949.

##### (1) *Sales Promotion:*

The great bulk of Branch book sales is made through the mail. So that students, teachers and school board may be posted on the thousands of good titles carried at our office, it is necessary that the complete stock be catalogued. This year we have been particularly active in the preparation and distribution of advertising material. Five different complete catalogues were compiled. Many thousands of these have been mailed to all parts of the Province. In addition to the standard catalogues, numerous circulars, notices and letters of information on school books have been sent out.

##### (2) *Availability of Books:*

It is with relief that we may report the book supply situation much improved. This year, for the first time since the end of World War II, the Branch has been able to procure most of the authorized books.

Because of long range planning, that is ordering as much as twelve months ahead, and by reason of a speed-up in book production on the part of publishers, the Branch had 99 per cent of the prescribed textbooks on hand for school opening. As a result, students were able to secure their books without delay.

##### (3) *Increase in Mail Orders from Teachers:*

Many teachers are making use of the discount authorization form which enables them to secure a wholesale rate on any order of reasonable size. The device of the authorization form has saved students and teachers a large amount of money in discount benefits. Furthermore, teachers are being supplied with their classroom book requirements as quickly as possible.

#### (E) BOOK SUPPLY PROBLEMS AND TRENDS

##### (1) *Price Increases:*

The values of the essential materials going into the manufacture of books is still rising. In like manner, the services of the publishers are costing more.

During the past year there has been an over-all increase of approximately 10 per cent on the previous high prices. Publishers' listings, on the average, are now at least 60 per cent over their 1939 quotations. There is very little indication that there will be any real improvement in this condition of inflation, for some time. The Management can only hope that the process of "levelling off" will arrive before too long.

##### (2) *Rising Costs of Operation:*

The costs of operation at the School-Book Branch have risen sharply. In particular, transportation charges on incom-

ing and outgoing shipments have gone up. The much discussed 21 per cent increase in railway freight rates has boosted our overhead. If the pending second application for a like increase is granted, transportation costs will force book prices higher.

In common with other commercial businesses, internal costs of operation have increased substantially, during the past year. As will be explained later, the School-Book Branch is a self-sustaining unit of the Department of Education. Therefore, there is no government subsidy out of which the ascending costs of operation may be taken. Charges for overhead must be defrayed from the revenue derived from the sale of books.

(3) *The School Opening "Rush" Period:*

In spite of every encouragement and advice to schools to place orders with our office well in advance of school opening we find that the great majority do not send requisitions until September. During this month it is necessary to work day and night in an effort to supply the textbooks for more than 156,000 students and 5,450 teachers who all require their books at the same time.

To further aggravate this situation we are receiving many more small personal orders, than ever before. This has been particularly noticeable since the use of the discount authorization form was instituted. The effect of this trend is a flood of small requisitions with which to cope. Heretofore, our distribution system has been required to handle, in the main, large bulk orders to book dealers and divisional offices. Normally, bulk distribution is considered the function of a wholesale bureau such as ours. The great increase in the volume of small personal mail orders is causing special problems in operating space, extra staff and distribution time.

(4) *Extensive Recommendations for Library and Reference Books:*

The large number of excellent books listed and stocked, as recommended by the Department, certainly reflects a progressive policy. Every school year finds an improvement in the types of books being offered. However, the many recommended titles do pose problems. The question of determining incidence of demand for library and reference books, among the multiplicity of titles is difficult. It is our objective to have all of these books available upon request. With the yearly increase in authorizations, the forecasting of requirements becomes more complex. This is especially the case whenever there are multiple authorizations for textbooks relating to the same subject.

(F) *THE ORGANIZATION, FUNCTION AND SERVICE OF THE BRANCH*

The School-Book Branch is charged with the responsibility of securing and distributing textbooks, reference and library books to students and teachers in all Alberta educational institutions offering studies lower than the level of university. It is the aim

of the Management to effect the distribution promptly, economically—in a word—efficiently.

We have a network of connections with publishers in almost every part of the English speaking world. About 300 accounts are run with publishing houses in Canada, United States and England. From these sources we secure the books which are recommended and authorized by the Department of Education. Many months before the school term begins, arrangements are made with the publishers to obtain an adequate supply of the required titles. The bulk of the stock is brought in by carload lots.

Distribution of the school books is effected mainly through an extensive mail order system to students, teachers, school districts and divisions. In addition, we have representatives in the form of some 250 book dealers throughout the Province.

Briefly, the Branch may be described as self-sustaining. In detail, some of the charges entering into costs of operation are salaries, rent, interest on capital invested by the Provincial Treasury, printing of catalogues and sundry other expenditures. Transportation charges on all incoming shipments and most of the outgoing consignments are paid by our Bureau.

The organization of the School-Book Branch offers certain direct benefits to the educational system of Alberta. These services are:

- (1) Forming a centralized depot or repository for school books and ensuring that titles are available when required.
- (2) Purchasing books in large quantities and thus securing the lowest transportation rates and publishers' minimum quotations.
- (3) Standardizing school book prices throughout the Province so that purchasing conditions are equitable and no discrimination is suffered by students and schools in remote areas.
- (4) Exerting influence on publishers to maintain the quality of their books and yet reduce prices.
- (5) Securing special library and reference books which are not regularly stocked by our office. Although, our main business is centred around titles recommended by the Department of Education, school authorities may procure any book which is in print, through our Branch.
- (6) Selling books at the lowest possible prices. The School-Book Branch is not asked to produce revenue for the Government. This advantageous position permits us to pass thousands of dollars of savings on school books to students, teachers and school boards.



## REPORT OF THE SECRETARY OF THE DEPARTMENT (J. F. SWAN)

### A. *Education of Deaf and Blind Children.*

Deaf and blind children of school age resident in the Province were sent, as in previous years, to schools providing special facilities for the training of such children. The table below shows the number of children enrolled at each school during each term of 1948:

|                                                   | Number in Attendance |           |
|---------------------------------------------------|----------------------|-----------|
|                                                   | June Term            | Dec. Term |
| Mackay School for the Deaf, Montreal .....        | 32                   | 27        |
| Saskatchewan School for the Deaf, Saskatoon ..... | 26                   | 33        |
| School for the Deaf and the Blind, Vancouver..... | 5                    | 4         |
| Ontario School for the Blind, Brantford .....     | 12                   | 14        |
| Institution des Sourdes-Muettes, Montreal .....   | 2                    | 2         |
| Institution des Sourds-Muets, Montreal .....      | 0                    | 1         |
| Totals.....                                       | 77                   | 81        |

Of the eighty-one pupils in attendance at the time of preparation of this report, sixty-nine are deaf, and 14 are blind; 15 are attending special schools for the first time.

The Department pays tuition and maintenance charges at all schools listed above, and provides escorts for children travelling to and from schools in Ontario and Quebec. As from the opening of the 1948-49 school year, the Department is also paying the transportation costs resulting from journeys of pupils between their homes and the schools attended at the beginning and at the end of each school year.

The total amount expended on behalf of deaf and blind children during the fiscal year ended March 31st, 1948, was \$53,795.21.

The Edmonton Branch of the Canadian Red Cross Society very generously provided Christmas treats for all Alberta pupils attending the above schools. The Edmonton Kiwanis Club continued to make the facilities of the Kiwanis Home available to pupils passing through the city en route to their homes or to their schools.

### B. *Special Classes.*

The Department pays a grant to assist school districts and school divisions with the operation of special classes for children who are mentally subnormal, and for children who have serious auditory or visual defects. The grant for each class is one-half of the salary paid to the teacher. The table below gives information about such classes in operation in the Province during the school year—July 1st, 1947, to June 30th, 1948.

| School Board              | Nature of Class                 | Enrolment | Grant Paid  |
|---------------------------|---------------------------------|-----------|-------------|
| Edmonton Public .....     | Hard-of-Hearing (1 Class) ..... | 10        | \$ 1,131.68 |
|                           | Sight-Saving (1 class) .....    | 15        | 1,326.34    |
|                           | Subnormal (6 classes) .....     | 83        | 7,979.70    |
| Calgary Public .....      | Hard-of-Hearing (1 class) ..... | 20        | 1,385.00    |
|                           | Sight-Saving (1 class) .....    | 11        | 1,384.99    |
| Calgary Separate .....    | Subnormal (4 classes) .....     | 60        | 5,065.00    |
|                           | Subnormal (1 class) .....       | 14        | 659.34      |
| Medicine Hat Public ..... | Subnormal (1 Class) .....       | 16        | 1,265.71    |
| Totals.....               | 16 Classes                      | 229       | \$20,196.76 |

## HEALTH AND RECREATION BRANCH

Department of Education

(JOE H. ROSS)

## 1. LEADERSHIP TRAINING

A. *Summer School for Leaders.*

The annual training school for leaders in physical recreation was held at the Red Deer Composite High School from July 5 to August 6 inclusive. Total registration was 130 including 3 leaders from Saskatchewan, eight from Ontario, and one from Quebec. 43 Alberta communities were represented by a leader(s) in training. For the first time in the 11-year history of the Summer School 10 Roman Catholic Sisters were in attendance for the five week period.

As in previous Schools, stress was given to leadership in physical recreation. However, the other phases of recreation were recognized through instruction and/or student participation in community singing, folk and square dancing, elementary dramatics, and elementary handicrafts.

A total of 110 certificates were issued, 71 interim and 39 permanent.

Leaders attending the Summer School were sponsored by communities or organizations and represented over 10 vocational groups.

B. *Winter Conference.*

A one-day conference for southern Alberta Leaders was held at Calgary on December 18th. 40 Leaders were in attendance. Problems arising out of field work were discussed and pertinent Summer School subject matter reviewed and demonstrated. Recently released recreation films were screened and discussed viz., *Fitness is a Family Affair*, *The Centre*, *Holiday Island*.

## 2. ACTIVITIES

A. *Scope.*

Recreation classes were conducted in 78 Alberta communities (see Appendix A) by a total of 191 certificated Leaders. The classes or centres may be categorized as follows:

(a) *Regular*: An introductory brief period of calisthenics was followed by activities determined jointly by the trainees and the Leader. Selections normally were made from tumbling, vaulting, informal singing, folk and square dancing, team and simple games and contests.

(b) *Special*: Instruction was given in a specific activity by the Leader. Some of the activities were figure skating, coaching in team games (juveniles), badminton, boxing and wrestling, square and social dancing, dramatics, swimming.

Centres were operated successfully at Provincial Mental Hospitals, Homes for Delinquents, and Homes operated by private agencies, and in school dormitories. The highly popular centres operated at Indian Residential Schools in Northern Alberta appeared to fill an unmet need in the lives of the students.

Certificated Leaders (who conducted Health and Recreation classes) were provided on request to Service Clubs, Church organizations, Y.W.C.A.'s and Y.M.C.A.'s to assist in the operation of their recreation programmes and to act as Sports Directors at summer camps.

The majority of classes were conducted for school age groups. However no classes for school age trainees were authorized unless held out of school hours and approved in writing by the school authorities.

#### B. *Statistics.*

|                                    | Men    | Women  | Total   |
|------------------------------------|--------|--------|---------|
| Communities participating .....    | ...    | ....   | ....    |
| Number of classes held .....       | 4,950  | 3,923  | 8,873   |
| Paid Leaders (Part Time) .....     | 79     | 112    | 191     |
| Total Participant Attendance ..... | 89,858 | 73,989 | 163,847 |

#### C. *Publicity.*

An information booklet "Health and Recreation Branch, Alberta 1948" was published to assist communities interested in participating in the Alberta programme. Recreation pamphlets and mimeographed articles published by the Fitness Division, Department of National Health and Welfare were distributed to schools, communities and organizations in the recreation field. This service is expected to be considerably expanded in 1949.

#### D. *Consultive Services.*

Communities or organizations requesting information and/or advice on recreation plans, problems or procedures were contacted personally (if feasible) or through correspondence. It is anticipated that there will be an increasing demand for this type of service.

## CANADIAN VOCATIONAL TRAINING (ALBERTA)

(JOE H. ROSS)

During the year 1948 the Canadian Vocational Training Branch of the Department of Education continued to operate the various activities under its control as outlined in the succeeding paragraphs.

*Rehabilitation.*

During the past year there has been a further decrease in the number of Veterans referred by the Department of Veterans Affairs to us for training and all such trainees are now included in Civilian Classes. In April all training classes (except Commercial) in Edmonton were discontinued and the Drill Hall at the Exhibition Grounds and the Technical School Buildings were returned to the owners. Similarly, at Red Deer, classes were discontinued on June 30th and the buildings were declared surplus to our requirements and turned over to War Assets Corporation for disposal. Many of the buildings and considerable equipment is now in use by the Red Deer Composite High School.

The transfer of classes and operation from Dominion to Provincial control was effective November 1st. At present the Centres are operated under the following votes:

|                                     |           |
|-------------------------------------|-----------|
| Nursing Aides School .....          | Vote 1701 |
| Old Airport Centre (Calgary) .....  | Vote 1706 |
| Technical School (Edmonton) .....   | Vote 1706 |
| Watch Repair School (Calgary) ..... | Vote 1706 |

with a monthly distribution of charges according to enrolment in the various Schedules.

*Pre-Matriculation Classes.*

The classes operated in Calgary for the testing and preparation of Veterans who required matriculation standing as a prerequisite to their rehabilitation plans were closed in midsummer.

This ended one of the most successful of our Training Activities. The testing material and techniques have been transferred to another branch of the Department and a study of the Pre-Matriculation Training Project is being made by the University of Alberta Classes for the Department of National Defence personnel.

During the year men from the Army and the Royal Canadian Air Force were posted to our Calgary Centre for training in various trades. Courses organized for them were in Motor Mechanics, Welding, Carpentry, Plumbing and Machine Shop Practice.

*Schedule "M".*

During the year there has been an increase in the number of persons referred to us by the Unemployment Insurance Commission for training or retraining.

Because of the present high employment level, admissions have not been unduly encouraged and we have concentrated on assisting persons who are physically handicapped or require a change of occupation due to illness or accident. These applicants

are referred to us by the National Employment Service, Workmen's Compensation Board and the Alberta Tuberculosis Society and social welfare organizations. This type of trainee requires considerable time by some member of the Staff in order to give successful guidance.

The numbers handled were small but the types were so varied that we have become familiar with the problem and can expand this service very rapidly if it is desired.

As a result of our training experience of Veterans and now these others we can state that the training of most physically handicapped persons is practicable.

The present relations between National Employment Service and this Branch are very cordial and most of the problems as to procedure have been ironed out.

A problem under this schedule is that training-on-the-job is not shareable expense and this proves a serious handicap in our training efforts for cases where at any one time there may not be more than one or two requiring training in that occupation.

#### *Youth Training.*

During 1948 there were projects under several votes but because of the activities under the Rehabilitation and Apprenticeship Agreements and the general economic situation, Youth Training activities were not expanded greatly.

Schedule "A"—Because of the difficulties in securing competent staff and local facilities, including living accommodation, no itineraries were organized this year.

Schedule "C"—Classes in Rural Homecraft for Veterans' Wives conducted at Red Deer during the winter and early spring.

Schedule "D"—This project expanded to take care of persons referred to us for training and who were found to be ineligible under Schedule "A" because they had no previous employment experience. A larger percentage of the Nursing Aides are enrolled under this Schedule and the School is operated as project under it. The School for Nursing Aides is continuing to expand and the following interim statistics may be of interest.

|                                             |       |
|---------------------------------------------|-------|
| Number of Nursing Aides (certified) .....   | 229   |
| Number of those who are not working         |       |
| due to illness, marriage, etc. ....         | 20    |
| Number working .....                        | 179   |
| Number working in Alberta .....             | 164   |
| Distribution—                               |       |
| Private Duty .....                          | 47    |
| Edmonton .....                              | 20    |
| Calgary .....                               | 24    |
| Other .....                                 | 3     |
| Municipal Hospitals .....                   | 61    |
| T.B. Hospitals .....                        | 14    |
| Nursing and Maternity .....                 | 11    |
| Red Cross .....                             | 4     |
| Convalescent Hospitals .....                | 15    |
| Mental Hospitals .....                      | 2     |
| Others .....                                | 9     |
| Accepted for 3-year course of training..... | 1     |
|                                             | <hr/> |
|                                             | 164   |

Schedule "E"—A Course in Butter and Cheese Making was again organized at the Dairy Department of the University of Alberta and has a capacity enrollment.

Schedule "H"—Scholarships in the form of grants and/or loans again provided for able but needy students in most of the faculties of the University and to Nurses-in-Training. This year greater stress was placed on the loan type of assistance. During 1948 a total of 69 students were assisted.

#### *Apprenticeship Training.*

During the summer the responsibility for this training was transferred from Schedule "L" to Schedule "M" with distributed costs.

At the present time almost all the technical training is concentrated in Calgary at the Old Airport Centre with one class at the Institute of Technology and Art.

The problem of providing this technical training for these apprentices (at present 1,400) for varying lengths of time each year is a serious one and unless a study is made and a plan developed may well involve the Government in heavy and possibly unnecessary expenditures. The immediate and pressing decision is to decide on the co-ordination of unit shop instruction in the High Schools with the requirements of the various trades designated under the Apprenticeship Act.

#### *Staff.*

During the year there has been a further decrease in the total staff from 91 to 35 and because of the reduced numbers there have been changes in assigned duties and titles.

It is hoped also that regular members of the Canadian Vocational Training staff will become civil servants under the purview of the Civil Service Commissioner on April 1, 1949.

The new admissions to training during 1948 totalled 1,624 distributed as follows:

|                                                |       |
|------------------------------------------------|-------|
| Department of Veterans Affairs referrals ..... | 288   |
| Youth Training (includes "M") .....            | 288   |
| Apprentices (Veterans and Civilians) .....     | 947   |
| Service Personnel .....                        | 99    |
| Indians .....                                  | 2     |
|                                                | <hr/> |
|                                                | 1,624 |
|                                                | <hr/> |

## REPORT OF THE DIRECTOR OF SCHOOL ADMINISTRATION

(H. E. BALFOUR)

This Branch suffered a very serious loss during the year in the death of Mr. A. P. Wilson, to whom reference is made elsewhere in this Annual Report.

Mr. S. E. Kenworthy was transferred from the Correspondence School Branch to succeed Mr. Wilson and to assume further responsibilities in connection with procedures of the General Office.

The following officials constitute the School Administration Branch and have submitted the reports which are combined herein:

|                       |                              |
|-----------------------|------------------------------|
| J. F. Swan .....      | Assistant Director           |
| S. E. Kenworthy ..... | Grants Branch                |
| A. T. Scoffield ..... | Debenture Branch             |
| A. B. Wetter .....    | Field Administrative Officer |
| C. G. Jewers .....    | Buildings Branch             |

The Associate Director continues to handle preparation of ministerial orders, consultation with the Attorney General's Department, correspondence in connection with assessment, taxation, elections and organization. He is also Secretary of the Department; his statement in this capacity will be found separate from this report.

The work of the Debenture Branch has increased as the volume of school debentures authorized and sold has expanded.

The Buildings Branch has spent more time than before in making inspections of school buildings under construction; these have been warmly welcomed by the Trustee Boards and have had visible results.

The Field Administrative Officer, at the request of Trustee Boards and of the Commissioner appointed under Section 293 (a) of the School Act, attended all hearings of protests of school requisitions by municipal authorities.

### *Organization.*

A new School Division, Barrhead No. 59, was established as from January 1, 1948, by transfers of school districts as follows:

- (a) from Pembina Division No. 37 (re-named Westlock Division No. 37)—46 school districts.
- (b) from Lac Ste. Anne Division No. 11—10 school districts.

Other adjustments made to equalize the divisions concerned included:

- (a) from Lac Ste. Anne Division No. 11 to Westlock Division No. 37— 1 school district,
- (b) from Sturgeon Division No. 24 to Westlock Division No. 37—9 school districts,
- (c) from Athabasca Division No. 42 to Westlock Division No. 37—6 school districts.

The office of the new Division was established at Barrhead;

a Board of Trustees was elected; Mr. E. C. Stehelin assumed duties as Superintendent, and a Secretary-Treasurer was appointed. This Branch assisted in the adjustments of assets and liabilities and Ministerial Orders were issued confirming them.

Four new rural school districts were established in Lac la Biche, Grande Prairie and Spirit River Inspectorates.

Two Roman Catholic Separate School Districts were established, St. Thomas More No. 35 in Fairview School District No. 4388 and Ste. Marie No. 36 in Spirit City School District No. 3361.

One rural school district, Abasand No. 4865 was dissolved and its lands added to McMurray School District No. 2833.

Through the organizations mentioned above, approximately 517 square miles of land, previously "unorganized territory" were included in school districts.

Three rural school districts were included in Divisions. In addition, the following town and village school districts were included in Divisions by mutual agreements:

| School District       | No.  | Additional Requisition |           | School Division | No. |
|-----------------------|------|------------------------|-----------|-----------------|-----|
|                       |      | Urban                  | Rural     |                 |     |
| Rocky Mtn. House .... | 2590 | \$5,672.23             | \$ 868.16 | Rocky Mtn. .... | 15  |
| Dana .....            | 2505 | 1,385.90               | 241.74    | Whentland ..... | 40  |
| Big Valley .....      | 2545 | 2,300.00               | 500.00    | Stetler .....   | 26  |
| Didsbury .....        | 652  | 1,000.00               | Nil       | Olds .....      | 31  |
| Fairview .....        | 4388 | Nil                    | Nil       | Fairview .....  | 50  |
| Legal .....           | 1738 | Nil                    | Nil       | Sturgeon .....  | 24  |
| Irricana .....        | 2163 | Nil                    | Nil       | Wheatland ..... | 40  |
| Penhold ....          | 214  | Nil                    | Nil       | Rd Deer .....   | 35  |

Boards of Trustees are giving consideration to inclusion of thirty-four more town, village, and consolidated school districts; some of these will be completed and made effective as from the beginning of 1949.

Use was made of The Border Areas Act to facilitate arrangements for the education in British Columbia of children living in the Antonberg School District No. 4586, and in the Doe Creek School District No. 4953.

#### *Annual Meetings and Elections.*

Copies of the minutes of 147 annual meetings were received and studied. Low attendance at some of these was attributed to the time of the year, November and December, before audited financial reports for the year could be presented for information and discussion, although many divisional boards presented interim statements. An increasing number of divisional boards have adopted long-term plans; these have served to inform the electors and stimulate interest.

Seven divisional boards obtained approval for the holding of joint meetings in two or more of their subdivisions.

Section 273 (a) of The School Act enacted in 1948 provides for the election of a Board of Trustees to represent all the school districts in a division, whose pupils are attending a centralized



school. Ten divisions obtained Orders permitting the election of Boards in sixteen centralizations, some of which serve nine or ten districts.

*Taxation for School Support.*

The year was one of rising costs, in every item of expenditure including teachers' salaries, and capital expenditures on buildings, transportation equipment and furniture, resulting in higher requisitions and higher mill rates. Statistics appended to this report provide further details.

There was improvement in the apportionment of requisitions by School Boards upon Municipalities through the use of the following forms which were brought into use:

The "Certificate of Assessment", provided by tax-collecting authorities.

The "Requisition" form.

The "Budget Report".

Six school districts in the Province continued to levy and collect their own taxes; the first four of these are located within National Parks: Banff No. 102, Laggan No. 1063, Jasper No. 3063, Waterton Park No. 4232, Nordegg No. 3211 and Chinook Consolidated No. 16.

Twenty-three school districts comprising urban and rural property were granted reductions of assessment on farm lands, varying from 3% to 50%. Three districts were granted increases of assessment on farm lands.

Except for two village municipalities requisitions made by school boards upon tax collecting authorities were promptly paid.

*School Divisions.*

Continued progress was made by School Divisions as administrative units with modern offices, equipment, efficient procedures, prompt and business-like service to the schools, the parents and teachers, accuracy of information and returns, services of secretary-treasurers and repairmen, quantity-purchases, stocks of equipment, supplies and furniture, central-library, film circulation and teacher-supply and replacement.

The bond issues of school divisions were sold at relatively good prices and low yields as detailed elsewhere, indicating that investors, even in other Provinces, have been impressed by the efficient management of the "larger units".

The Field Administrative Officer visited ten divisional offices once each and three offices twice. He also accompanied the Commissioner appointed to hear appeals against requisitions, and attended all "hearings", checked budgets and requisition forms, financial statements and auditors' reports; many of these required further correspondence.

Five divisions changed secretary-treasurers: Two Hills No. 21, Pincher Creek No. 29, Red Deer No. 35, St. Paul No. 45, and Bonnyville No. 46. Salaries of secretary-treasurers increased in 1948 by \$200.00 minimum and by \$900 maximum and now range

from \$1,600.00 to \$3,600.00. Most of the divisions also employed full-time office assistants with salaries from \$1,000.00 to \$1,500.00.

On the whole, budgets were carefully prepared and expenditures were wisely controlled and supervised. However, a few divisional boards over-spent budget estimates and found themselves in strained financial positions at the close of the year. The reasons for such over-expenditures were chiefly:

- (1) Pressure exerted by ratepayers for immediate new construction not included in the budget estimates.
- (2) Excessive capital expenditures out of current revenue rather a carefully planned long-range program.
- (3) Too large a program of repair and construction work.
- (4) Increased costs.

#### *Ministerial Orders and Approvals.*

Applications for Ministerial approval, which were studied or investigated by officials of this Branch included the following:

Fifty-five for current borrowings from Treasury Branches, banks or individuals in anticipation of payments of requisitions.

Seven for permission to pay auditors' fee above the limits set by the Act.

Six for approval of additional requisitions upon hamlets. Twenty-one hamlets were involved, for a total of \$45,911.00.

Seventeen for inclusion in estimates of a total of \$154,094.00 as reserves for future capital expenditures.

Ten for appointment as Official Auditors.

#### *Appeals Against School Boards' Requisitions.*

In 1948 the Provincial Legislature passed an amendment, Section 293(a), permitting tax-collecting authorities other than cities to appeal to a Commissioner against the amounts of the requisitions of school boards, if the increase over the preceding year exceeded twenty per cent.

Twenty-three of such appeals were heard and investigated by the Commissioner, against the requisitions of sixteen divisions, two town, two village, and three consolidated school districts. The requisitions were approved as originally submitted in fifteen appeals and were reduced in eight. The reductions ranged from 5% to 16.2%, but the increased grants, announced subsequently to the requisitions, absorbed the shock and obviated any major curtailment of educational services.

#### *Debentures.*

An increasing number of school boards were forced to turn from current revenue to the issue of debentures. Authorizations by the Board of Public Utility Commissioners of these long-term borrowings increased by \$4,264,750.00 over those of the preceding year, to reach a total of \$5,860,000.00. Sales of the debentures amounted to \$2,785,000.00, including those of two issues authorized in 1946 and 1947 respectively. School boards are preparing to offer at an early date the remaining issues which have been authorized.

Interest rates on all types of public securities increased during the year, following the lead of Dominion of Canada bonds and the bond issues of the provinces and the larger cities. It was to be expected that school debentures would have to carry more attractive interest rates or be sold at such discounts as to offer higher yields to investors. However, sales were made at prices which represented very satisfying returns to the school boards and maintained an enviable position in the securities market for Alberta school bonds. It was apparent that many Canadian investment firms and their clients did not fully understand the financial structure of Alberta school divisions and the improvement in security achieved by their organization. A circular letter was therefore prepared and distributed in an attempt to explain concisely and accurately the school divisions, their relation to municipalities and the factors affording security to their borrowings. Requests from financial firms have made it necessary to reprint a large number of copies of this circular.

The Department, in addition to giving assistance to school boards by way of advice, preparation of schedules of maturities, completion and registration and actual delivery, acts as selling agent when requested to do so. For each of such sales made during the year a prospectus was prepared here presenting the information regarding the individual issue, including financial records of the division or district, those of the municipalities upon which it requisitions, existing debenture debt if any, the population and production of the area concerned and the purpose and urgency of the issue. Tenders were then invited from an extensive list of investment firms, and sale was made to the highest bidder. These prospectuses and the circular of information referred to, represent an entirely new service to School Boards by this Department, and have received encouraging comment.

The following table shows the total sales and the part played by this Department:

|                                                                                                                           |                       |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|
| (a) Sold by the Department of Education . . .                                                                             | \$ 843,000.00         |
| (b) Sold directly to dealers or investors by<br>boards, but debentures prepared by De-<br>partment of Education . . . . . | 337,000.00            |
| (c) Sold directly by boards, and debentures<br>prepared elsewhere . . . . .                                               | 1,605,000.00          |
|                                                                                                                           | <hr/>                 |
|                                                                                                                           | <b>\$2,785,000.00</b> |

Each issue, whether sold directly to investment dealers or by the Department as agent entails a large amount of correspondence with Boards, dealers, printers of debentures and the Board of Public Utility Commissioners.

The following tabulation shows the debenture issues sold during 1948.

| Issued by                              | Amount         | Term (yrs.) | Interest Rate | Price         | Net Int. Rate |
|----------------------------------------|----------------|-------------|---------------|---------------|---------------|
| Oxford Dist. No. 687 .....             | \$ 65,000.00   | 15          | 4½            | par           | 4.50          |
| Edmonton Dist. No. 7 .....             | 600,000.00     | 20          | 3¼ & 3½       | 100.655       | 3.36          |
| Vermilion Div. No. 25 .....            | 40,000.00      | 15          | 4             | par           | 4.00          |
| Sturgeon Div. No. 24 .....             | 40,000.00      | 10          | 4             | 98.50         | 4.31          |
| Medicine Hat Div. No. 4 .....          | 35,000.00      | 20          | 4             | 96.25         | 4.45          |
| Taber Div. No. 6 .....                 | 20,000.00      | 15          | 4¼            | par           | 4.25          |
| Lethbridge Div. No. 7 .....            | 230,000.00     | 20          | 4 & 4¼        | 103.337       | 3.80          |
| Foremost Div. No. 3 .....              | 20,000.00      | 3           | 4½            | par           | 4.50          |
| Wainwright Div. No. 32 .....           | 50,000.00      | 10          | 4¼            | par           | 4.25          |
| Coal Branch Div. No. 58 .....          | 125,000.00     | 20          | 4¼ & 4½       | 99.77         | 4.46          |
| Lethbridge R.C. Dist. No. 9 .....      | 140,000.00     | 30          | 3½, 3¾ & 4    | 97.54         | 4.06          |
| Rocky Mountain Div. No. 15 .....       | 40,000.00      | 15          | 4¼ & 4½       | 98.04 on      |               |
|                                        |                |             |               | \$22,500 Bal. |               |
| Rocky Mountain Div. No. 15 .....       | 20,000.00      | 15          | 4¼ & 4½       | at par        | 4.53          |
| Drumheller Dist. No. 2472 .....        | 200,000.00     | 20          | 4 & 4¼        | 100.42        | 4.14          |
| Peace River Div. No. 10 .....          | 38,000.00      | 15          | 4¼            | 98.00         | 4.55          |
| Strawberry Div. No. 49 .....           | 38,000.00      | 10          | 4¼            | 99.77         | 4.30          |
| Stony Plain Div. No. 23 .....          | 60,000.00      | 10          | 4¼            | 101.26        | 3.99          |
| Red Deer Div. No. 35 .....             | 60,000.00      | 10          | 4             | par           | 4.00          |
| Vegreville Div. No. 19 .....           | 60,000.00      | 15          | 4             | 99.02         | 4.15          |
| Edmonton R.C. Dist. No. 7 .....        | 100,000.00     | 20          | 4¼ & 4½       | 99.667        | 4.47          |
| Westlock Div. No. 37 .....             | 47,000.00      | 15          | 4¼            | 101.277       | 4.06          |
| Sacred Heart R.C.S. No. 15 .....       | 20,000.00      | 10          | 4½            | par           | 4.50          |
| West Jasper Place Dist. No. 4679 ..... | 65,000.00      | 15          | 4¼            | 100.34        | 4.20          |
| Lamont Div. No. 18 .....               | 30,000.00      | 10          | 4             | 99.50         | 4.10          |
| Ponoka Div. No. 34 .....               | 60,000.00      | 20          | 4             | 98.50         | 4.18          |
| Wetaskiwin Dist. No. 264 .....         | 25,000.00      | 15          | 4             | par           | 4.00          |
| Thorhild Div. No. 57 .....             | 40,000.00      | 10          | 4¼            | 101.28        | 3.99          |
| Theresetta R.C.S. No. 23 .....         | 15,000.00      | 10          | 4             | par           | 4.00          |
| Paradis R.C.S. No. 33 .....            | 2,000.00       | 5           | 4½            | par           | 4.50          |
| Authorized in 1946 and sold in 1948:   |                |             |               |               |               |
| Lethbridge Dist. No. 51 .....          | 500,000.00     | 40          | 3¼, 3¾ & 4    | 98.50         | 4.11          |
| Authorized in 1947 and sold in 1948:   |                |             |               |               |               |
| Grande Prairie Dist. No. 2357 .....    | 200,000.00     | 20          | 4½            | 98.36         | 4.70          |
| Total .....                            | \$2,785,000.00 |             |               |               |               |

### School Buildings.

The data given below show an impressive increase in the amount and cost of new construction completed, but do not include uncompleted projects.

| New Buildings:                                  | No. | Average Cost per Classroom    | Total Cost     |
|-------------------------------------------------|-----|-------------------------------|----------------|
| One room schools .....                          | 31  | \$ 4,965.90                   |                |
| Two room schools .....                          | 16  | 8,156.40                      |                |
| Three room schools .....                        | 4   | 10,471.42                     |                |
| Four room schools .....                         | 9   | 16,287.22                     |                |
| Five room schools .....                         | 2   | 16,493.86                     |                |
| Six room schools .....                          | 4   | 25,559.38                     |                |
| Seven room schools .....                        | 1   | 17,637.16                     | \$2,055,117.26 |
| Additions:                                      |     |                               |                |
| One room additions .....                        | 9   | 7,366.17                      |                |
| Two room additions .....                        | 12  | 6,448.46                      |                |
| Three room additions .....                      | 1   | 14,251.00                     |                |
| Four room additions .....                       | 2   | 9,888.04                      |                |
| Six room additions .....                        | 1   | 14,538.69                     | 431,048.02     |
| Teacherages:                                    |     |                               |                |
| One room .....                                  | 5   | 610.22                        |                |
| Two room .....                                  | 35  | 526.03                        |                |
| Three room .....                                | 9   | 623.17                        |                |
| Four room .....                                 | 19  | 643.92                        |                |
| Five room .....                                 | 7   | 731.01                        |                |
| Eight room .....                                | 1   | 1,062.49                      | 139,723.01     |
| Dormitories completed .....                     | 2   |                               | 58,247.10      |
| Other buildings completed .....                 | 97  |                               | 105,414.12     |
| Alterations, Renovations and Improvements ..... |     |                               | 696,462.99     |
|                                                 |     |                               | \$3,487,002.66 |
| School Buildings destroyed by fire—15 .....     |     |                               |                |
|                                                 |     | \$71,687.00 (Estimated Loss). |                |

Included among the foregoing are several, notably the seven-room school at Foremost, a six-room school at Tilley, five rooms at Smoky Lake and Edberg, all modern in design, all built in villages, and all of larger and better types as a result of centralization of surrounding rural schools.

Other large schools, not included, are under construction at Coaldale (18 rooms), Taber (12), Edson (9), Nobleford (8), Cadomin (6), High Prairie (22), Rocky Mountain House (6); in Edmonton, the Victoria Composite High School which may cost 2½ million dollars, and 5 large elementary schools; in Calgary a fourteen-room school; in Lethbridge a fifteen-room Composite High School and a seven-room school (R.C. Separate).

New and modern office buildings were erected by the following divisions: Medicine Hat No. 4, Vegreville No. 19, Killam No. 22, Smoky Lake No. 39, High Prairie No. 48 and Barrhead No. 59.

Among the improvements which may now be seen in new schools in Alberta are the following:

- (1) Single-storey buildings to which extensions may be added.
- (2) Steam or hot water heating plants or forced circulation with hot air.
- (3) Fluorescent lighting to equalize the number of foot-candles of illumination at different distances from windows.
- (4) Linoleum in classrooms and corridors replacing fir or hardwood.
- (5) Work rooms as alcoves or additions in junior rooms.
- (6) Glass block windows with clear-vision-strip below.
- (7) Clerestory bilateral or unilateral lighting.

Several inspections of new school construction were undertaken during the year. Deviations from the plans and specifications and any instances of imperfect workmanship were noted and brought to the attention of the respective school boards.

A very considerable number of these buildings were erected, after Departmental approval of the scheme, by day labour and not by contract; tenders had been invited but none received, or the few bids called for "escalator" clauses in the contract or "cost plus fixed fee", or were for other reasons not acceptable. These considerations, as well as the high qualifications of several of the divisional "repair-men" to act as competent foremen, and the actual savings in cost, appear to have justified many of the "day-labour" schemes.

Other important projects are in the preliminary stages of financing, preparation of plans and awarding of contracts.

As the process of centralization was continued, one-room rural schools, no longer required in their original locations, were moved to the "centres" to afford school accommodation for a few years longer, or to be remodelled as teacherages. Each removal or sale,

was approved by the Department only after proof that it was agreed to by the electors of the original district, or, in a very few cases, was necessary in the interests of education.

The table below shows the extent to which such approval was granted:

|                      | Schools | Teacherages | Barns | Buildings |
|----------------------|---------|-------------|-------|-----------|
| Total Sales .....    | 61      | 7           | 25    | 19        |
| Total Removals ..... | 71      | 18          | 8     | 6         |

A large number of army and airforce training centres were taken over by the Provincial Government at the close of the war in exchange for the "British Block" at Suffield. Priority to some other camps or buildings was waived in favour of cities, towns and School Boards. The Department of Public Works carried out an extensive program of demolition of buildings in the former group, but through the co-operation of that Department some buildings and building materials which were surplus to its needs were released to school authorities. The Department of Education itself purchased some buildings adjoining the Institute of Technology and Art in Calgary. This Branch assisted by arranging the transactions up to the point where the vendor (War Assets Corporation or Provincial Department of Public Works) and the purchaser (School Board) could conclude the deals.

The following is a partial list of surplus camp buildings which were purchased by school authorities:

| Building                        | Location                                   | Purchaser                      |
|---------------------------------|--------------------------------------------|--------------------------------|
| Recreation Hall .....           | Bowden .....                               | Bowden Dist. No. 302.          |
| 1 H. Hut .....                  | Grande Prairie .....                       | Grande Prairie Dist. No. 2357. |
| 3 H Huts .....                  | Grande Prairie .....                       | Grande Prairie Div. No. 14.    |
| 1 H Hut .....                   | Inverlake Airport .....                    | St. Rita's R.C. Sep. Dist. No. |
| 1 H Hut .....                   | Medicine Hat .....                         | Medicine Hat Div. No. 4.       |
| 1 H Hut .....                   | Medicine Hat .....                         | St. Louis Sep. Dist. No. 21.   |
| 1 Building, O.R. Quarters ..... | Penhold .....                              | Ponoka Div. No. 34.            |
| 1 Building .....                | U.S. Airbase, Calgary .....                | Bow River Dist. No. 1059.      |
| Accommodation Building .....    | Ensign .....                               | Castor Div. No. 27.            |
| Hangar .....                    | Ensign .....                               | Barrhead Div. No. 59.          |
| 3 Lecture Huts .....            | Wireless School, Calgary .....             | Dept. of Education.            |
| Recreation Building .....       | P.O.W. Camp, Lethbridge .....              | Taber Div. No. 6.              |
| 1 H Hut .....                   | Macleod .....                              | Castor Div. No. 27.            |
| Land and 42 Buildings .....     | Red Deer Camp .....                        | Red Deer Div. No. 35.          |
| Hospital Building .....         | Wetaskiwin .....                           | Wetaskiwin Dist. No. 264.      |
| 4 Buildings .....               | Inst. Technology and<br>Art, Calgary ..... | Dept. of Education.            |

In addition, demolition materials such as shingles, doors and windows, boilers, radiators and plumbing supplies which were surplus to the requirements of the Department of Public Works were released to Marketing Services for sale to school boards.

In all cases the purchases were made at prices which were only a fraction of original costs. When buildings were moved to other locations or were remodelled for school use, building plans were submitted to this Department for approval.

*School Grants.*

Some important changes in the schedules for grant payments were necessary to distribute nearly \$1,000,000.00, made available as follows:

|                                                                           |                          |
|---------------------------------------------------------------------------|--------------------------|
| (1) Increase in appropriation                                             | \$820,000.00             |
| Less vote for teachers' pensions                                          | 320,000.00               |
| Net increase for aid of school operation                                  | 500,000.00               |
| (2) Equalization Grant saved through increased assessments, approximately | 450,000.00               |
|                                                                           | <hr/> \$950,000.00 <hr/> |

Grant Regulations were accordingly revised, on the basis of 1947 returns regarding operation of schools, in such a way as to increase the grants payable:

- (a) elementary classrooms, increase \$75.00
- (b) other classrooms, increase \$50.00
- (c) school bus, increase \$25.00
- (d) equalization schedule
- (e) miscellaneous items.

The most important change was that in the schedule of equalization grants. These are based upon the "average assessment per classroom"; consequently the general increase in assessments would have decreased the grants payable to many divisions and districts to a degree that would have been disastrous to orderly budgetting. The effort was, therefore, made to adjust the schedule so that the same total as before would be paid under this item. The amended schedule also represented an attempt to eliminate certain inconsistencies which had become evident, and to minimize its "sensitivity" to minor changes in the internal organization of schools, the operation of conveyances, the number of pupils conveyed to centralized schools, the inclusion of town and village districts in divisions, and other unpredictable factors.

*Refresher Course.*

The fourth annual refresher course in school administration was held on June 15 to 18 inclusive at the University of Alberta under the direction of the Department of Extension in co-operation with the Alberta School Trustees' Association, Alberta Divisional Secretaries' Association and the Department of Education.

About forty secretaries, thirty trustees and other interested officials registered for the course, and all administrative officials of the Department participated. It was of four days' duration instead of the former three, and included one day of joint meetings with the Alberta Municipal District Secretaries' Association. The latter provided an excellent opportunity for school authorities and taxing authorities to discuss common problems.

Subjects dealt with included teachers' pension scheme, proposed pension scheme for divisional secretaries, bookkeeping methods, operation of dormitories, Canada's teaching personnel, composite high schools, bus transportation, public and separate school requisitions and assessments, relationship of education to taxation, amendments to The School Act and the School-Book Branch of the Department of Education. Time was made available for informal discussions.

The proceedings were printed by the Department of Extension and made available for reference purposes.

#### *Canadian Vocational Training Equipment.*

Canadian Vocational Training closed several of its establishments during the year, and under a Dominion-Provincial Agreement sold its surplus equipment and tools to the Department of Education at 50% of valuation or less on the condition that such equipment be resold to schools or to other Provincial Government departments at the same prices. This Branch worked in co-operation with Canadian Vocational Training, the latter organization actually making the sale and deliveries to the purchasers with the approval of this Department. Payments were made to this office and remitted, with covering invoices, to the Department of Labor, to a total of \$35,540.37. Some payments have still to be received and forwarded. Payments in 1947 amounted to \$33,006.44.

#### *Japanese Evacuee Students.*

Early in the year an agreement was reached between the Provincial and Dominion Governments whereby the latter would continue to pay tuition fees for Japanese Evacuee students from April 1, 1948 to March 31, 1950 at 50% of the previous rates on condition that the Provincial Government pay the remaining 50%. Payments of such fees are being made to the Boards of Trustees concerned at the full rate as certified lists are received, and claims are being made on the Dominion Government for their 50% share. The total number of such pupils is approximately four hundred and eighty and the average rate of tuition fees is \$65.00, an approximate total of \$31,200.00 per year. Payments of these fees are made to Galt School District No. 647, Lethbridge School Division No. 7, Taber School Division No. 6, St. Mary's River School Division No. 2, and Raymond School District No. 700. The exact amounts vary, as pupils reach the age of fifteen and no longer qualify for payments of such fees, and as younger children reach school age and are added to the lists.

#### *Publicity.*

The Canadian National Exhibition offered space and requested an exhibit of school plans. Instead of submitting such an offering, to appear among plans of very large or expensive schools, and with the consent of the Exhibition authorities, a display based on the theme "Modern Schools for Rural Pupils" was prepared and shown. A landscape view, in color, of seven rural school districts adjoining Pigeon Lake provided the scene entitled 1947; the modern Lakedell School of five rooms with several up-to-date



school buses, all made to scale, depicted the situation as in 1948; a minimum of explanatory material, on showcards, completed the exhibit. The Publicity Branch of the Department of Economic Affairs co-operated in preparing, shipping and setting-up the exhibit in Toronto. Since being returned it has also been displayed in Wetaskiwin by the Divisional Board which effected this particular centralization.

*The Education of the Children of Deceased and Disabled Servicemen's Act.*

The Director and Associate Director of School Administration continued to act as Chairman and Secretary respectively of the Board administering the above Act, the other member being Mr. J. Chorley, Senior Auditor of Disbursements. In spite of extensive publicity, the number of applications considered by the Board remained relatively small. During 1948 payments were made in accordance with the provisions of the Act to assist seventeen children of fourteen families to continue their secondary education. Payments made during the year totalled \$1,660.00, an average of \$118.57 per family, and \$97.65 per child. It is believed that applications will increase materially within the next ten years, as children of servicemen reach high school age.

*Maps.*

Photostat maps were prepared for twenty-five of the school divisions and the remainder are in preparation.

To the Dominion Government's "sectional maps", which show physical features, towns and railway lines, were added school district names, numbers and boundaries, divisional boundaries, bordering school districts, municipal districts, and other administrative details. These were eagerly purchased, at cost, by the divisional boards, and are proving useful in discussions within the Department.

*Statistics.*

It has been considered that the statistical tables forming part of this report would be more useful and informative if some of those formerly published could be combined, others altered in heading or in content, and others expanded; and that some might be omitted.

The financial summaries are given in more detail than in former annual reports, showing financial statistics for individual divisions. In addition, the summaries show, separately, the totals for all of the different types of organizations—divisions, town, village, consolidated, rural, and separate school districts.

# ANNUAL REPORT, 1948

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TABLE No. 1  
ORGANIZATION OF SCHOOLS—GENERAL

|                                      | No. | Schools of 1 room<br>Number | Multiple-room<br>Schools |     |              | Total<br>Rooms | Total<br>Enrol-<br>ments |
|--------------------------------------|-----|-----------------------------|--------------------------|-----|--------------|----------------|--------------------------|
|                                      |     |                             | 2                        | 3   | 4 or<br>more |                |                          |
| *School Divisions .....              | 57  | 1932                        | 232                      | 76  | 167          | 3,724          | 87,536                   |
| Not included in Divisions            |     |                             |                          |     |              |                |                          |
| Town (and City) School               |     |                             |                          |     |              |                |                          |
| Districts .....                      | 35  | 3                           | 9                        | 5   | 69           | 1,412          | 48,926                   |
| Village School Districts .....       | 36  | 3                           | 2                        | 10  | 24           | 196            | 5,769                    |
| Consolidated School Districts .....  | 22  | nil                         | 1                        | 5   | 16           | 114            | 2,910                    |
| R.C. Separate School Districts ..... | 22  | 7                           | 5                        | 2   | 26           | 262            | 8,386                    |
| Rural School Districts .....         | 34  | 18                          | 5                        | nil | 5            | 103            | 3,102                    |
| Totals .....                         |     | 1963                        | 254                      | 98  | 307          | 5,811          | 156,629                  |

\*School Divisions now include by Agreement: 26 Town School Districts, 66 Village School Districts, 19 Consolidated School Districts.

|                                                   |      |
|---------------------------------------------------|------|
| No. of Classrooms—elementary, (Grades I-VI) ..... | 2037 |
| intermediate, (Grades VII-IX) .....               | 671  |
| high school (Grades X-XII) .....                  | 726  |
| elementary and intermediate .....                 | 2087 |
| intermediate and high school .....                | 230  |
| elementary, intermediate and high school .....    | 60   |
| Total .....                                       | 5811 |

TABLE No. 2  
OPERATION BY SCHOOL DISTRICTS AND DIVISIONS

| Year | No. of School Districts in Existence | No. of Schools in Operation | No. of Rooms in Operation | *Percentage of School Districts with operating Schools | Average Length of School Year | No. of School Divisions | No. of School Districts in Divisions | †No. of School Districts not in Divisions |
|------|--------------------------------------|-----------------------------|---------------------------|--------------------------------------------------------|-------------------------------|-------------------------|--------------------------------------|-------------------------------------------|
| 1905 | 602                                  | 476                         | 628                       | 79.07                                                  | 178.4                         |                         |                                      |                                           |
| 1910 | 1501                                 | 1195                        | 1610                      | 79.60                                                  | 158.3                         |                         |                                      |                                           |
| 1915 | 2478                                 | 2138                        | 3082                      | 86.36                                                  | 181.5                         |                         |                                      |                                           |
| 1920 | 3215                                 | 2826                        | 4289                      | 87.90                                                  | 185.0                         |                         |                                      |                                           |
| 1922 | 3867                                 | 2861                        | 4485                      | 85.27                                                  | 187.7                         |                         |                                      |                                           |
| 1927 | 3515                                 | 3124                        | 4977                      | 89.10                                                  | 188.4                         |                         |                                      |                                           |
| 1932 | 3738                                 | 3395                        | 5729                      | 89.44                                                  | 195.0                         |                         |                                      |                                           |
| 1936 | 3734                                 | 3492                        | 5873                      | 90.40                                                  | 178.8                         | 11                      | 754                                  | 2980                                      |
| 1937 | 3926                                 | 3542                        | 5935                      | 90.22                                                  | 191.1                         | 22                      | 1491                                 | 2435                                      |
| 1938 | 3978                                 | 3591                        | 6034                      | 90.27                                                  | 196.1                         | 44                      | 3087                                 | 891                                       |
| 1939 | 3992                                 | 3592                        | 6082                      | 90.27                                                  | 191.8                         | 46                      | 3260                                 | 732                                       |
| 1940 | 4008                                 | 3596                        | 6180                      | 89.55                                                  | 193.2                         | 48                      | 3346                                 | 662                                       |
| 1941 | 4005                                 | 3639                        | 6276                      | 90.86                                                  | 190.88                        | 50                      | 3448                                 | 557                                       |
| 1942 | 4001                                 | 3625                        | 6327                      | 90.60                                                  | 170.9                         | 50                      | 3489                                 | 512                                       |
| 1943 | 4008                                 | 3277                        | 5988                      | 81.76                                                  | 191.9                         | 49                      | 3515                                 | 493                                       |
| 1944 | 4012                                 | 2852                        | 5603                      | 71.03                                                  | 184.9                         | 52                      | 3558                                 | 454                                       |
| 1945 | 4022                                 | 2595                        | 5419                      | 64.52                                                  | 180.1                         | 54                      | 3615                                 | 407                                       |
| 1946 | 4034                                 | 2722                        | 5716                      | 70.57                                                  | 191.2                         | 55                      | 3639                                 | 395                                       |
| 1947 | 4041                                 | 2659                        | 5828                      | 67.45                                                  | 185.84                        | 57                      | 3701                                 | 340                                       |
| 1948 | 4046                                 | 2550                        | 5811                      | 63.02                                                  | 191.75                        | 57                      | 3734                                 | 312                                       |

\*Decreases result from closing small schools and conveying pupils to "Centres".

†Including those school districts forming parts of Consolidated School Districts.

TABLE No. 3  
SCHOOL DISTRICTS

|                                                                                                    |                           |                           |
|----------------------------------------------------------------------------------------------------|---------------------------|---------------------------|
|                                                                                                    | 1947                      | 1948                      |
| Number of School Districts Established .....                                                       | 9                         | 6                         |
| Number of School Districts Dissolved .....                                                         | 3                         | 1                         |
| Number of School Districts in the Province, including Units in Consolidated School Districts ..... | December 31, 1947<br>3943 | December 31, 1948<br>3948 |
| Number of Consolidated School Districts in the Province .....                                      | 41                        | 41                        |
| Number of School Districts in Consolidated School Districts .....                                  | 146                       | 146                       |
| Number of School Divisions in Existence ....                                                       | 57                        | 57                        |

#### ESTABLISHED DURING 1948

| Name of District     | Number | Date of Establishment | Township                                | Range | Meridian |
|----------------------|--------|-----------------------|-----------------------------------------|-------|----------|
| Halcreek .....       | 4952   | February 2, 1948      | 61 62                                   | 25 25 | W. 4th   |
| Doe Creek .....      | 4953   | May 21, 1948          | 81                                      | 18    | W. 6th   |
| Heart River .....    | 4954   | June 21, 1948         | 69 70                                   | 12 12 | W. 4th   |
| Cascade .....        | 4955   | December 9, 1948      | 58 58                                   | 6 7   | W. 4th   |
| St. Thomas More..... | 35     | January 21, 1948      | In Fairview School District No. 4388    |       |          |
| Sta. Marie .....     | 36     | February 23, 1948     | In Spirit City School District No. 3361 |       |          |

#### DISSOLVED—

| Name of District | Number | Date of Dissolution |
|------------------|--------|---------------------|
| Abasand .....    | 4865   | July 1, 1948        |

TABLE No. 4  
OPERATION OF SCHOOLS BY DIVISIONS, 1947-48

| Name of Division       | School Districts | Elementary Rooms | Elementary and Intermediate Rooms | Intermediate and High School Rooms | Intermediate Rooms | Intermediate and High School Rooms | High School Rooms | Total Rooms | Total Enrollment | Average Attendance |
|------------------------|------------------|------------------|-----------------------------------|------------------------------------|--------------------|------------------------------------|-------------------|-------------|------------------|--------------------|
| Berry Creek No. 1      | 80               | 1                | 13                                | ...                                | ...                | ...                                | 1                 | 15          | 157              | 131.31             |
| St. Mary's River No. 2 | 59               | 40               | 19                                | ...                                | ...                | 5                                  | 21                | 21          | 2525             | 2227.95            |
| Foremost No. 3         | 142              | 24               | 15                                | 1                                  | ...                | 4                                  | 8                 | 60          | 1316             | 1084.09            |
| Medicine Hat No. 4     | 113              | 11               | 44                                | 2                                  | ...                | 2                                  | 1                 | 62          | 962              | 794.51             |
| Taber No. 6            | 88               | 34               | 7                                 | 2                                  | ...                | 1                                  | 11                | 69          | 2076             | 1767.90            |
| Lethbridge No. 7       | 77               | 59               | 15                                | ...                                | ...                | 6                                  | 20                | 121         | 3179             | 2784.29            |
| Acadia No. 8           | 99               | 26               | ...                               | ...                                | ...                | ...                                | 4                 | 38          | 603              | 518.00             |
| Sullivan Lake No. 9    | 84               | 5                | 26                                | 3                                  | ...                | 2                                  | 2                 | 27          | 495              | 365.02             |
| Peace River No. 10     | 62               | 19               | 35                                | 1                                  | ...                | 4                                  | 2                 | 63          | 1676             | 1297.77            |
| Lac Ste. Anne No. 11   | 66               | 20               | 39                                | 1                                  | ...                | 3                                  | 4                 | 72          | 2027             | 1660.73            |
| Edson No. 12           | 46               | 14               | 41                                | ...                                | ...                | ...                                | 5                 | 65          | 1667             | 1416.74            |
| Clover Bar No. 13      | 81               | 33               | 57                                | 3                                  | ...                | 14                                 | 8                 | 120         | 3390             | 2759.00            |
| Grande Prairie No. 14  | 93               | 9                | 69                                | 1                                  | ...                | 3                                  | 2                 | 86          | 1785             | 1331.92            |
| Rocky Mountain No. 15  | 67               | 16               | 59                                | 1                                  | ...                | 7                                  | 2                 | 86          | 1984             | 1548.03            |
| Neutral Hills No. 16   | 86               | 7                | 27                                | 1                                  | ...                | 3                                  | 2                 | 41          | 668              | 559.70             |
| Holden No. 17          | 78               | 21               | 52                                | ...                                | ...                | 6                                  | 6                 | 91          | 1957             | 1717.88            |
| Lamont No. 18          | 57               | 30               | 45                                | 8                                  | ...                | 15                                 | 7                 | 103         | 2496             | 2271.83            |
| Vegreville No. 19      | 70               | 12               | 46                                | 1                                  | ...                | 5                                  | 5                 | 70          | 1565             | 1398.26            |
| Camrose No. 20         | 18               | 43               | ...                               | ...                                | ...                | 4                                  | 4                 | 76          | 1666.76          | 1666.76            |
| Two Hills No. 21       | 26               | 41               | ...                               | ...                                | ...                | 4                                  | 7                 | 92          | 1941             | 2072.57            |
| Killam No. 22          | 80               | 21               | 28                                | 1                                  | ...                | 3                                  | 8                 | 68          | 1758             | 1330.15            |
| Stony Plain No. 23     | 76               | 12               | 66                                | 4                                  | ...                | 1                                  | 7                 | 92          | 2565             | 2094.32            |
| Sturgeon No. 24        | 59               | 32               | 32                                | 3                                  | ...                | 9                                  | 4                 | 76          | 2128             | 1748.83            |
| Vermilion No. 25       | 102              | 27               | 54                                | 2                                  | ...                | 4                                  | 10                | 105         | 2142             | 1825.95            |
| Stettler No. 26        | 75               | 7                | 51                                | 1                                  | ...                | 1                                  | 2                 | 62          | 911              | 754.03             |
| Castor No. 27          | 84               | 15               | 37                                | 1                                  | ...                | 3                                  | 5                 | 64          | 1107             | 927.00             |
| Macleod No. 28         | 86               | 21               | 9                                 | ...                                | ...                | 1                                  | 10                | 50          | 1269             | 1069.59            |
| Pincher Creek No. 29   | 41               | 9                | 21                                | ...                                | ...                | 2                                  | 2                 | 36          | 670              | 543.56             |
| Drumheller No. 30      | 76               | 6                | 47                                | ...                                | ...                | ...                                | ...               | 55          | 660              | 537.98             |
| Olds No. 31            | 93               | 16               | 72                                | 1                                  | ...                | 5                                  | 7                 | 104         | 2189             | 1744.22            |
| Wainwright No. 32      | 73               | 15               | 46                                | ...                                | ...                | 1                                  | 7                 | 75          | 1412             | 1172.92            |
| Provost No. 33         | 76               | 12               | 21                                | ...                                | ...                | 1                                  | 6                 | 44          | 899              | 759.14             |
| Ponoka No. 34          | 67               | 20               | 49                                | ...                                | ...                | 1                                  | 7                 | 84          | 2064             | 1725.92            |
| Red Deer No. 35        | 56               | 2                | 55                                | ...                                | ...                | ...                                | 29                | 87          | 1623             | 1343.14            |
| Wetaskiwin No. 36      | 57               | 10               | 43                                | 1                                  | ...                | 3                                  | ...               | 58          | 1389             | 1077.82            |
| Westlock No. 37        | 56               | 10               | 43                                | 1                                  | ...                | 4                                  | ...               | 58          | 1365             | 1081.17            |
| Foothills No. 38       | 78               | 17               | 12                                | ...                                | ...                | 4                                  | ...               | 42          | 828              | 684.28             |
| Smoky Lake No. 39      | 46               | 28               | 30                                | 2                                  | ...                | 10                                 | 8                 | 79          | 1987             | 1721.88            |

TABLE No. 4 (Continued)

| Name of Division       | School Districts | Elementary Rooms | Elementary and Intermediate Rooms | Elementary and High School Rooms | Intermediate Rooms | Intermediate and High School Rooms | High School Rooms | Total Rooms | Total Enrollment | Average Attendance |
|------------------------|------------------|------------------|-----------------------------------|----------------------------------|--------------------|------------------------------------|-------------------|-------------|------------------|--------------------|
| Wheatland No. 40       | 92               | 20               | 43                                | ...                              | 4                  | 8                                  | 9                 | 84          | 1825             | 1528.66            |
| Calgary No. 41         | 83               | 27               | 32                                | 1                                | 5                  | 8                                  | 2                 | 75          | 1782             | 1509.91            |
| Atabasca No. 42        | 76               | 20               | 44                                | ...                              | 3                  | 5                                  | 7                 | 78          | 1947             | 1604.72            |
| Bow Valley No. 43      | 55               | 11               | 10                                | ...                              | 5                  | 1                                  | 4                 | 31          | 577              | 479.14             |
| E.I.D. No. 44          | 47               | 31               | 11                                | 1                                | 7                  | 6                                  | 4                 | 60          | 1499             | 1224.16            |
| St. Paul No. 45        | 66               | 16               | 54                                | ...                              | 1                  | 5                                  | 3                 | 79          | 1917             | 1824.12            |
| Bonnyville No. 46      | 64               | 20               | 53                                | ...                              | 4                  | 3                                  | 5                 | 85          | 2068             | 1619.21            |
| Spirit River No. 47    | 46               | 14               | 32                                | ...                              | 4                  | ...                                | 3                 | 54          | 1463             | 1204.24            |
| High Prairie No. 48    | 48               | 26               | 19                                | ...                              | 6                  | ...                                | 3                 | 54          | 1677             | 1311.16            |
| Strawberry No. 49      | 46               | 13               | 35                                | 5                                | 1                  | 2                                  | 3                 | 59          | 1637             | 1311.48            |
| Fairview No. 50        | 44               | 10               | 34                                | ...                              | 1                  | 1                                  | 3                 | 52          | 1102             | 914.48             |
| Lac la Biche No. 51    | 46               | 13               | 37                                | 3                                | ...                | 2                                  | 1                 | 57          | 1424             | 1037.79            |
| Fort Vermilion No. 52  | 7                | 3                | 2                                 | ...                              | ...                | 1                                  | ...               | 6           | 184              | 114.95             |
| East Smoky No. 54      | 13               | 2                | 12                                | ...                              | ...                | ...                                | ...               | 14          | 309              | 248.07             |
| Red Deer Valley No. 55 | 6                | 17               | 1                                 | ...                              | 6                  | 1                                  | 3                 | 28          | 872              | 785.63             |
| Lacombe No. 56         | 51               | 3                | 47                                | ...                              | ...                | ...                                | ...               | 50          | 1094             | 915.05             |
| Thorhild No. 57        | 50               | 16               | 39                                | ...                              | ...                | 9                                  | 7                 | 74          | 1741             | 1514.64            |
| Coal Branch No. 58     | 10               | 13               | 4                                 | ...                              | 3                  | 3                                  | 1                 | 24          | 792              | 676.28             |
| Barrhead No. 59        | 57               | 13               | 51                                | ...                              | 2                  | 2                                  | 3                 | 71          | 1878             | 1430.05            |
|                        | 3734             | 961              | 1994                              | 55                               | 224                | 204                                | 300               | 3738        | 87536            | 72730.45           |

The above statistics include those of the Rural School Districts which were combined originally, together with those of the following Town (T), Village (V), and Consolidated (C) School Districts which have later joined school divisions by mutual agreements:

|                           |                           |                              |                          |
|---------------------------|---------------------------|------------------------------|--------------------------|
| 1939                      | 1941                      | 1943                         | 1944                     |
| Youngstown Dist. 2186 (V) | Cavley Dist. 1868 (V)     | Hussar Dist. 2942 (V)        | Crossfield Dist. 752 (T) |
| Holden Dist. 1057 (V)     | Gem Dist. 60 (C) (V)      | Granum Dist. 1289 (T)        | Berwyn Dist. 3237 (V)    |
| Two Hills Dist. 1941 (V)  | Rosemary Dist. 71 (C)     | Edgerton Dist. 2044 (V)      | Oyen Dist. 3058 (V)      |
| Derwent Dist. 4347 (V)    | Rimbey Dist. 661 (V)      | New Mannville Dist. 1547 (V) | Czar Dist. 2410 (V)      |
| New Myrnam Dist. 4364 (V) | Smoky Lake Dist. 3880 (V) | Arrowood Dist. 59 (C)        | Stony Plain Dist. 52 (C) |
| 1940                      | 1942                      | Carleton Place Dist. 14 (C)  | Lamont Dist. 641 (V)     |
| Wrentham Dist. 48 (C)     | Readymade Dist. 46 (C)    | Irvine Dist. 899 (T)         | Edberg Dist. 606 (V)     |
| Cluny Dist. 2334 (V)      | Burdett Dist. 23 (C)      | Milo Dist. 4251 (V)          | Lomond Dist. 20 (C)      |
| Kisacozy Dist. 1624 (V)   | Retlaw Dist. 4 (C)        | Halkirk Dist. 2162 (V)       |                          |
| Swalwell Dist. 3854 (V)   | Carmanagay Dist. 2087 (V) | Castor Dist. 2194 (T)        |                          |
|                           | Bassano Dist. 2131 (T)    |                              |                          |
|                           | Consort Dist. 30 (C)      |                              |                          |

TABLE No. 4 (Continued)

|                                |                             |                                 |
|--------------------------------|-----------------------------|---------------------------------|
| 1945                           | 1946                        | 1946                            |
| Killam Dist. 1578 (V)          | Peapure Dist. 850 (V)       | Stavely Dist. 944 (T)           |
| Sedgewick Dist. 1567 (V)       | Acme Dist. 2296 (V)         | Wainwright Dist. 1658 (T)       |
| Blackfalds Dist. 255 (V)       | Airdrie Dist. 918 (V)       | Munson Dist. 2317 (V)           |
| Strathmore Dist. 1587 (T)      | Barrhead Dist. 4310 (V)     | Prairie River Dist. 48 (C)      |
| Athabasca Dist. 839 (T)        | Empress Dist. 3145 (V)      | Coronation Dist. 2335 (T)       |
| Spirit City Dist. 3361 (V)     | Minburn Dist. 1692 (V)      | Enchant Dist. 47 (C)            |
| Mayerthorpe Dist. 2346 (V)     | Blackie Dist. 2823 (V)      | Edson Dist. 2298 (T)            |
| Innisfree Dist. 1684 (V)       | Severn Creek Dist. 852 (V)  | Irma Dist. 2435 (V)             |
| Lac la Biche Dist. 3305 (V)    | Rockyford Dist. 3317 (V)    |                                 |
| Beiseker Dist. 55 (C)          | Magrath Dist. 620 (T)       |                                 |
| Bellis Dist. 3384 (V)          | Warner Dist. 1 (C)          |                                 |
| Grimshaw Dist. 4523 (V)        | Cowley Dist. 373 (V)        |                                 |
| 1947                           | 1947                        | 1948                            |
| Leduc Dist. 207 (T)            | Bow Island Dist. 1883 (T)   | Rocky Mtn. House Dist. 2590 (T) |
| Fort Saskatchewan Dist. 91 (T) | Beaverlodge Dist. 2341 (V)  | Dana Dist. 2505 (V)             |
| Tofield Dist. 1939 (T)         | Vilna Dist. 3933 (V)        | Big Valley Dist. 2545 (V)       |
| Hay Lakes Dist. 3876 (V)       | Pincher Creek Dist. 121 (T) | Didsbury Dist. 652 (T)          |
| Provost Dist. 1596 (V)         | Hughenden Dist. 2265 (V)    | Fairview Dist. 4388 (V)         |
| St. Albert Dist. 3 (T)         | New Norway Dist. 439 (V)    | Legal Dist. 1738 (V)            |
| Andrew Dist. 388 (V)           | Lougheed Dist. 1792 (V)     | Irricana Dist. 2163 (V)         |
| Veteran Dist. 3325 (V)         | Champion Dist. 40 (C)       | Penhold Dist. 214 (V)           |
| Ponoka Dist. 423 (T)           | Noble Dist. 2243 (V)        |                                 |
| Strome Dist. 1978 (V)          | Alliance Dist. 3376 (V)     |                                 |
| Coaldale Dist. 9 (C)           | Daysland Dist. 1539 (T)     |                                 |
| Viking Dist. 1906 (V)          |                             |                                 |
|                                |                             | 1946                            |
|                                |                             | Clareholm Dist. 764 (T)         |
|                                |                             | Bawlf Dist. 1463 (V)            |
|                                |                             | Vermilion Centre Dist. 1446 (T) |
|                                |                             | Chipman Dist. 1473 (V)          |
|                                |                             | Taber Dist. 933 (T)             |
|                                |                             | Cardston Dist. 457 (T)          |
|                                |                             | Barnwell Dist. 15 (C)           |
|                                |                             | Chauvin Dist. 2106 (V)          |

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TABLE No. 5

OPERATION OF SCHOOLS—INDEPENDENT TOWN AND CITY SCHOOL  
DISTRICTS, 1947-8

| Unit                 | District<br>Number | Enrolment | Average<br>Attend-<br>ance | Average of Monthly<br>Percentages | Number<br>of<br>Rooms | Number<br>of<br>Teachers |
|----------------------|--------------------|-----------|----------------------------|-----------------------------------|-----------------------|--------------------------|
| Edmonton .....       | 7                  | 16451     | 14667.                     | 94.05                             | 452                   | 497                      |
| Calgary .....        | 19                 | 14790     | 12746.3                    | 91.00                             | 414                   | 481                      |
| Lethbridge .....     | 51                 | 2529      | 2251.8                     | 92.91                             | 77                    | 75                       |
| Medicine Hat .....   | 76                 | 2214      | 1980.3                     | 93.93                             | 64                    | 76                       |
| Red Deer .....       | 104                | 869       | 776.84                     | 92.58                             | 23                    | 36                       |
| Wetaskiwin .....     | 264                | 616       | 536.71                     | 92.01                             | 19                    | 20                       |
| Drumheller .....     | 2472               | 1104      | 968.7                      | 83.19                             | 33                    | 32                       |
| Duclos .....         | PS2                | 28        | 22.22                      | 87.67                             | 1                     | 1                        |
| Thibault .....       | CP35               | 356       | 321.6                      | 94.39                             | 10                    | 10                       |
| Macleod .....        | 47                 | 471       | 422.27                     | 93.02                             | 12                    | 12                       |
| Gleichen .....       | 103                | 154       | 126.64                     | 87.26                             | 6                     | 6                        |
| High River .....     | 144                | 395       | 348.6                      | 92.85                             | 11                    | 14                       |
| Canmore .....        | 168                | 246       | 215.37                     | 92.53                             | 9                     | 10                       |
| Okotoks .....        | 178                | 230       | 204.6                      | 91.19                             | 7                     | 7                        |
| Innisfail .....      | 210                | 347       | 302.25                     | 90.24                             | 12                    | 14                       |
| Olds .....           | 235                | 408       | 371.93                     | 92.59                             | 13                    | 13                       |
| Lacombe .....        | 243                | 503       | 454.40                     | 93.08                             | 16                    | 19                       |
| Raymond .....        | 700                | 779       | 701.87                     | 91.17                             | 25                    | 25                       |
| Blairmore .....      | 628                | 320       | 286.3                      | 94.88                             | 12                    | 13                       |
| Coleman .....        | 1216               | 605       | 548.5                      | 95.02                             | 21                    | 21                       |
| Camrose .....        | 1315               | 815       | 731.8                      | 93.08                             | 25                    | 26                       |
| Stettler .....       | 1475               | 401       | 366.3                      | 92.84                             | 13                    | 16                       |
| New Vegreville ..... | 1480               | 466       | 421.16                     | 92.91                             | 13                    | 22                       |
| Hardisty .....       | 1659               | 203       | 160.4                      | 85.46                             | 6                     | 6                        |
| Vulcan .....         | 1902               | 193       | 163.18                     | 88.64                             | 8                     | 8                        |
| Brooks .....         | 2092               | 417       | 354.47                     | 91.94                             | 10                    | 11                       |
| St. Paul .....       | 2228               | 459       | 406.54                     | 91.92                             | 17                    | 17                       |
| Redcliff .....       | 2283               | 270       | 250.5                      | 95.36                             | 8                     | 8                        |
| Beverly .....        | 2292               | 243       | 212.7                      | 89.92                             | 6                     | 6                        |
| Grande Prairie ..... | 2357               | 611       | 532.44                     | 92.39                             | 18                    | 20                       |
| Peace River .....    | 2526               | 279       | 232.28                     | 92.67                             | 9                     | 9                        |
| Sylvan Lake .....    | 2595               | 234       | 191.59                     | 90.58                             | 6                     | 6                        |
| Bonnyville .....     | 2665               | 326       | 297.9                      | 93.75                             | 12                    | 12                       |
| Hanna .....          | 2912               | 398       | 341.96                     | 91.71                             | 13                    | 13                       |
| Three Hills .....    | 3048               | 196       | 172.59                     | 90.47                             | 8                     | 8                        |
| Calgary .....        | RCS 1              | 1802      | 1561.94                    | 92.67                             | 60                    | 62                       |
| Edmonton .....       | RCS 7              | 4077      | 3630.68                    | 92.93                             | 120                   | 119                      |
| Lethbridge .....     | RCS 9              | 572       | 517.84                     | 93.38                             | 16                    | 23                       |
| Wetaskiwin .....     | RCS 15             | 69        | 64.74                      | 91.98                             | 2                     | 2                        |
| Vegreville .....     | RCS 16             | 146       | 135.69                     | 93.00                             | 5                     | 5                        |
| North Red Deer ..... | RCS 17             | 180       | 167.65                     | 96.43                             | 6                     | 6                        |
| Fincher Creek .....  | RCS 18             | 188       | 159.12                     | 93.04                             | 5                     | 6                        |
| Medicine Hat .....   | RCS 21             | 352       | 316.45                     | 94.64                             | 12                    | 12                       |
| Castor .....         | RCS 23             | 57        | 51.46                      | 97.91                             | 3                     | 4                        |
| Grande Prairie ..... | RCS 28             | 180       | 154.                       | 91.53                             | 6                     | 6                        |
| Wainwright .....     | RCS 31             | 111       | 98.13                      | 92.79                             | 6                     | 6                        |
| Totals .....         |                    | 56,660    |                            |                                   | 1,650                 | 1,821                    |

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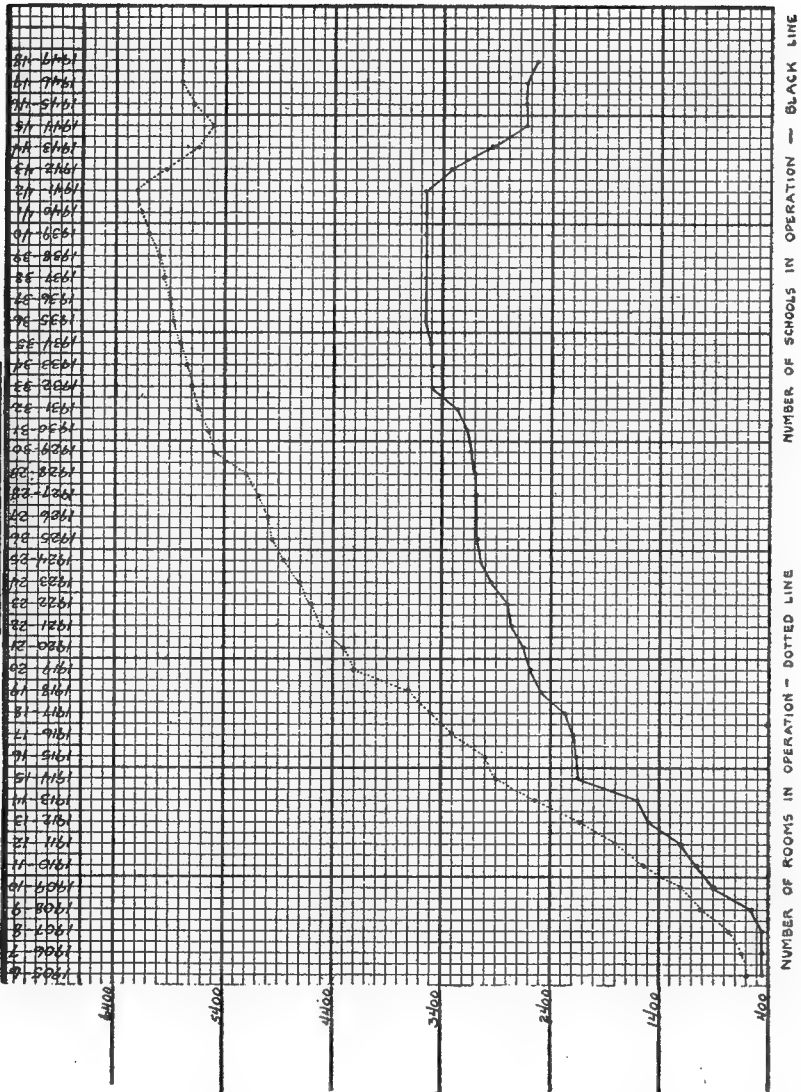
TABLE No. 6

NUMBER OF SCHOOLS OF DIFFERENT SIZES (Nos. of Classrooms)  
TWO-YEAR PERIOD 1946-1948

| No. of Rooms<br>at 30 June                  | 1946 | 1947 | 1948 | Two-Year<br>Schools | DECREASE<br>Rooms |
|---------------------------------------------|------|------|------|---------------------|-------------------|
| 1                                           | 2105 | 2043 | 1957 | 148                 | 148               |
| 2                                           | 297  | 280  | 242  | 55                  | 110               |
| 4                                           | 70   | 74   | 66   | 4                   | 16                |
| Total DECREASE, 1, 2 & 4 room schools       |      |      |      | 207                 | 274               |
|                                             |      |      |      | Two-Year<br>Schools | INCREASE<br>Rooms |
| 3                                           | 87   | 91   | 98   | 6                   | 18                |
| 5                                           | 36   | 35   | 39   | 3                   | 15                |
| 6                                           | 42   | 41   | 50   | 8                   | 48                |
| 7                                           | 20   | 18   | 20   | ---                 | ---               |
| 8                                           | 13   | 17   | 16   | 3                   | 24                |
| 9                                           | 10   | 9    | 13   | 3                   | 27                |
| 10                                          | 4    | 7    | 7    | 3                   | 30                |
| More than 10                                | 38   | 41   | 47   | 9                   | 344               |
| INCREASE, in schools of 3, 5 and more rooms |      |      |      |                     | 506               |
| NET INCREASE IN CLASSROOMS .....            |      |      |      | 232                 |                   |



TABLE NO. 7  
SCHOOLS AND ROOMS IN OPERATION  
1905 - 1948 inclusive



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TABLE No. 8  
DISTRIBUTION OF PUPILS BY SEX, AND AGE AS AT JUNE 1, 1948  
ACADEMIC SCHOOL YEAR ENDED JUNE 30, 1948

| Sex                              | 5 yrs. & under | 5 yrs. |        |        |        |         |         |         |         |         |         | Percentage of Enrolment |         | Total | Average Age |         |         |         |      |
|----------------------------------|----------------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|-------------------------|---------|-------|-------------|---------|---------|---------|------|
|                                  |                | 6 yrs. | 7 yrs. | 8 yrs. | 9 yrs. | 10 yrs. | 11 yrs. | 12 yrs. | 13 yrs. | 14 yrs. | 15 yrs. | 16 yrs.                 | 17 yrs. |       | 18 yrs.     | 19 yrs. | 20 yrs. | 21 yrs. |      |
| Boys                             | 157            | 3412   | 5215   | 1093   | 199    | 93      | 36      | 44      | 16      | 7       | 4       | 4                       | 1       | 1     |             |         | 10282   | 12.35   | 7.3  |
| Girls                            | 183            | 3322   | 4588   | 716    | 118    | 63      | 18      | 26      | 14      | 5       | 2       | 2                       | 1       |       |             |         | 9056    | 10.60   | 8.4  |
| Boys                             | 42             | 2531   | 4307   | 1281   | 359    | 106     | 46      | 26      | 14      | 5       | 2       | 4                       | 2       | 1     |             | 1       | 7380    | 10.33   | 9.5  |
| Girls                            | 78             | 2840   | 3908   | 794    | 160    | 50      | 32      | 160     | 32      | 3       | 4       | 2                       | 1       |       |             |         | 7886    | 10.28   | 10.7 |
| Boys                             | 90             | 2159   | 3597   | 1025   | 379    | 1574    | 561     | 190     | 70      | 54      | 12      | 4                       | 2       | 1     |             |         | 8420    | 9.78    | 11.8 |
| Girls                            | 1              | 86     | 2504   | 3659   | 1025   | 272     | 108     | 61      | 22      | 8       | 2       | 2                       |         |       |             |         | 7883    |         | 12.8 |
| Boys                             | 1              | 4      | 177    | 1891   | 3480   | 1741    | 787     | 270     | 123     | 44      | 2       | 1                       |         |       |             |         | 7471    |         | 13.7 |
| Girls                            |                | 5      | 140    | 2414   | 3885   | 1142    | 387     | 128     | 51      | 28      | 5       | 1                       |         |       |             |         | 7848    |         | 14.6 |
| Boys                             |                |        | 2      | 100    | 1596   | 3014    | 1793    | 826     | 359     | 138     | 20      | 8                       | 5       | 1     |             |         | 6500    |         | 15.5 |
| Girls                            |                |        | 2      | 174    | 2123   | 3177    | 1273    | 475     | 171     | 62      | 8       | 6                       |         |       |             |         | 4906    |         | 16.4 |
| Boys                             |                |        |        | 8      | 92     | 1354    | 2942    | 1702    | 918     | 320     | 53      | 3                       |         |       |             |         | 5362    |         | 17.3 |
| Girls                            |                |        |        | 146    | 1909   | 3127    | 1292    | 514     | 189     | 37      | 13      | 4                       |         |       |             |         | 3227    |         | 18.4 |
| Boys                             |                |        |        | 2      | 108    | 1412    | 2762    | 1784    | 918     | 168     | 32      | 15                      | 2       |       |             | 2       | 7188    |         |      |
| Girls                            |                |        |        | 6      | 181    | 1895    | 2993    | 1313    | 546     | 95      | 15      | 15                      | 2       |       |             | 1       | 5865    |         |      |
| Boys                             |                |        |        |        | 9      | 238     | 1208    | 2344    | 1535    | 474     | 80      | 9                       |         |       |             |         | 6800    |         |      |
| Girls                            |                |        |        |        | 4      | 116     | 1154    | 2168    | 1104    | 296     | 52      | 11                      | 3       |       |             |         | 4906    |         |      |
| Boys                             |                |        |        |        | 9      | 232     | 1293    | 1861    | 1604    | 769     | 194     | 23                      | 7       |       |             | 2       | 5362    |         |      |
| Girls                            |                |        |        |        | 6      | 136     | 1455    | 1841    | 680     | 489     | 116     | 12                      | 1       |       |             | 5       | 4906    |         |      |
| Boys                             |                |        |        |        | 5      | 15      | 104     | 921     | 1300    | 489     | 113     | 22                      | 1       |       |             | 7       | 3822    |         |      |
| Girls                            |                |        |        |        |        |         | 178     | 1242    | 1593    | 469     | 82      | 22                      | 11      |       |             | 3       | 3622    |         |      |
| Boys                             |                |        |        |        |        |         |         | 4       | 119     | 1261    | 701     | 166                     | 47      |       |             | 43      | 3075    |         |      |
| Girls                            |                |        |        |        |        |         |         |         | 104     | 1023    | 1370    | 548                     | 91      |       |             | 60      | 3227    |         |      |
| Boys                             | 157            | 8454   | 7840   | 7638   | 7255   | 7196    | 6926    | 7344    | 7038    | 6880    | 6311    | 4475                    | 3261    | 2007  | 849         | 198     | 63      | 78937   | 100% |
| Girls                            | 183            | 8396   | 7519   | 7270   | 7105   | 6908    | 6758    | 7090    | 7016    | 6661    | 6416    | 4829                    | 3681    | 2014  | 660         | 116     | 60      | 77692   |      |
| Grand Totals                     | 340            | 6850   | 15859  | 14508  | 14360  | 14104   | 13684   | 14434   | 14099   | 13541   | 12727   | 9804                    | 6952    | 4021  | 1509        | 314     | 123     | 156629  | 12   |
| Percentage of Enrolment          | ..21           | 4.37   | 9.80   | 9.51   | 9.17   | 9.06    | 8.73    | 9.21    | 9.00    | 8.65    | 8.13    | 5.94                    | 4.43    | 2.56  | .96         | .20     | .07     | 100%    |      |
| Began Grade I During the Year.   | 157            | 3272   | 4768   | 664    | 91     | 52      | 20      | 29      | 12      | 5       | 3       | 3                       | 1       | 1     |             |         |         | 9078    | 7.2  |
| Repeated Grade I From last Year. | 133            | 3250   | 4364   | 488    | 46     | 38      | 10      | 16      | 7       | 4       | 1       | 1                       | 1       |       |             |         |         | 8408    |      |
| Boys                             | 140            | 447    | 429    | 108    | 41     | 16      |         | 15      | 4       | 2       | 1       | 1                       |         |       |             |         |         | 1204    | 8.2  |
| Girls                            | 72             | 224    | 228    | 72     | 25     | 8       |         | 10      | 7       | 1       |         |                         |         |       |             |         |         | 648     |      |
|                                  |                |        |        |        |        |         |         |         |         |         |         |                         |         |       |             |         |         | 19378   |      |

TABLE No. 9  
ACCELERATION AND RETARDATION

|                  | Under Modal Age<br>Number | Modal Age<br>% | Age | Modal Age<br>Number | %     | Over Modal Age<br>Number | Modal Age<br>% | Total  |
|------------------|---------------------------|----------------|-----|---------------------|-------|--------------------------|----------------|--------|
| Elementary—      |                           |                |     |                     |       |                          |                |        |
| Grade I .....    | 7074                      | 36.58          | 7+  | 9803                | 50.69 | 2461                     | 12.73          | 19838  |
| Grade II .....   | 5486                      | 33.05          | 8+  | 8215                | 49.49 | 2899                     | 17.46          | 16600  |
| Grade III .....  | 4840                      | 29.91          | 9+  | 7377                | 45.59 | 3965                     | 24.50          | 16182  |
| Grade IV .....   | 4531                      | 28.14          | 10+ | 6865                | 42.63 | 4707                     | 29.23          | 16103  |
| Grade V .....    | 3997                      | 26.09          | 11+ | 6191                | 40.51 | 5131                     | 35.50          | 15319  |
| Grade VI .....   | 3513                      | 24.01          | 12+ | 6060                | 41.48 | 5049                     | 34.51          | 14631  |
| Intermediate—    |                           |                |     |                     |       |                          |                |        |
| Grade VII .....  | 3604                      | 25.32          | 13+ | 5755                | 40.43 | 4875                     | 34.25          | 14234  |
| Grade VIII ..... | 3467                      | 28.04          | 14+ | 5110                | 41.33 | 3788                     | 30.63          | 12365  |
| Grade IX .....   | 3121                      | 28.98          | 15+ | 4814                | 44.71 | 2833                     | 26.31          | 10768  |
| High School—     |                           |                |     |                     |       |                          |                |        |
| Grade X .....    | 2842                      | 34.63          | 16+ | 3845                | 43.19 | 1320                     | 22.18          | 8207   |
| Grade XI .....   | 2462                      | 37.41          | 17+ | 2993                | 43.97 | 1225                     | 18.62          | 6580   |
| Grade XII .....  | 2078                      | 32.97          | 18+ | 2631                | 41.75 | 1593                     | 25.28          | 6302   |
|                  | 47015                     | 30.02          |     | 69268               | 44.22 | 40346                    | 25.76          | 156629 |

Modal Age:—the age of the largest group.  
(Age as at June 1, 1948; deduct 9 months for age at admission to grade.)

TABLE No. 10  
ENROLMENT IN OPTIONAL SUBJECTS (INTERMEDIATE GRADES)

|                                                   | Grade VII |       | Grade VIII |       | Grade IX |       | Totals By Sex |       | Grand Totals |
|---------------------------------------------------|-----------|-------|------------|-------|----------|-------|---------------|-------|--------------|
|                                                   | Boys      | Girls | Boys       | Girls | Boys     | Girls | Boys          | Girls |              |
| Music (Optional in Grade IX).....                 | 2302      | 4757  | 3832       | 4343  | 2124     | 2652  | 8258          | 11752 | 20010        |
| Art (Optional in Grade IX) .....                  | 4353      | 4358  | 2317       | 2544  | 2594     | 3047  | 9274          | 9947  | 19223        |
| Dramatics .....                                   | 864       | 894   | 1093       | 1279  | 1212     | 1348  | 3169          | 3521  | 6690         |
| Farm and Home Accounting (Grades VII and VIII) .. | 343       | 277   | 324        | 305   | 54       | 74    | 721           | 656   | 1377         |
| Typewriting .....                                 | 220       | 236   | 225        | 244   | 1196     | 1333  | 1641          | 1313  | 3454         |
| General Shop .....                                | 1879      | 86    | 2126       | 116   | 1968     | 152   | 5968          | 354   | 6322         |
| Home Economics .....                              | 111       | 2016  | 98         | 2359  | 233      | 2250  | 442           | 6625  | 7067         |
| Community Economics .....                         | 2122      | 2047  | 1891       | 2076  | 1999     | 2229  | 6012          | 6352  | 12364        |
| Oral French .....                                 | 126       | 111   | 454        | 519   | 1620     | 1874  | 2200          | 2504  | 4704         |
| Agriculture .....                                 | 1         | 2     | ....       | ....  | 47       | 69    | 48            | 71    | 119          |
| Remedial English .....                            | 4         | 8     | 3          | 2     | ....     | ....  | 7             | 10    | 17           |
| Physical Training .....                           | ....      | 1     | 2          | 2     | ....     | ....  | 2             | 3     | 5            |
| Industrial Arts .....                             | 33        | ....  | 36         | ....  | 28       | 4     | 97            | 4     | 101          |
| Occupations .....                                 | ....      | ....  | ....       | ....  | 111      | 102   | 111           | 102   | 213          |
| Vacations .....                                   | ....      | ....  | ....       | ....  | 50       | 59    | 50            | 59    | 109          |
|                                                   | 12368     | 14793 | 12401      | 13789 | 13231    | 15193 | 38000         | 43775 | 81775        |

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TABLE No. 11  
ENROLMENT IN SUBJECTS (HIGH SCHOOL GRADES)

| Course and Subject                      |      | GRADE X |       | GRADE XI |       | GRADE XII |       | TOTALS BY SEX |       | GRAND TOTALS |
|-----------------------------------------|------|---------|-------|----------|-------|-----------|-------|---------------|-------|--------------|
|                                         |      | Boys    | Girls | Boys     | Girls | Boys      | Girls | Boys          | Girls |              |
| Compulsory—                             |      |         |       |          |       |           |       |               |       |              |
| English .....                           | 1    | 3184    | 3188  | 126      | 43    | 66        | 72    | 3376          | 3303  | 6679         |
| English .....                           | 2    | 52      | 59    | 2157     | 2757  | 249       | 198   | 2458          | 3014  | 5472         |
| English .....                           | 3    | 5       | 1     | 6        | 6     | 1686      | 1895  | 1697          | 1902  | 3599         |
| Social Studies .....                    | 1    | 3446    | 3976  | 91       | 88    | 9         | 8     | 3546          | 4067  | 7613         |
| Social Studies .....                    | 2    | 12      | 30    | 2447     | 2926  | 121       | 96    | 2580          | 3052  | 5632         |
| Social Studies .....                    | 3    | 2       | 2     | 10       | 26    | 1704      | 2168  | 1716          | 2196  | 3912         |
| Health and Physical Education ..        | 1    | 3206    | 3163  | 167      | 87    | 12        | 36    | 3385          | 3286  | 6671         |
| Mathematics .....                       | 1    | 581     | 773   | 42       | 60    | 10        | 9     | 633           | 842   | 1475         |
| Science .....                           | 1    | 143     | 146   | 93       | 32    | 22        | 11    | 258           | 189   | 447          |
| Group A, Academic—                      |      |         |       |          |       |           |       |               |       |              |
| French .....                            | 1    | 1465    | 1904  | 545      | 658   | 140       | 143   | 2150          | 2705  | 4855         |
| French .....                            | 2    | 4       | 14    | 854      | 1181  | 486       | 391   | 1344          | 1586  | 2930         |
| French .....                            | 3    | 13      | 10    | 40       | 9     | 737       | 845   | 790           | 864   | 1654         |
| Latin .....                             | 1    | 396     | 405   | 134      | 152   | 51        | 71    | 581           | 623   | 1209         |
| Latin .....                             | 2    | ....    | ....  | 190      | 276   | 142       | 130   | 332           | 406   | 738          |
| Latin .....                             | 3    | ....    | ....  | ....     | ....  | 182       | 221   | 182           | 221   | 403          |
| German .....                            | 1    | 5       | 5     | 5        | 5     | 5         | 3     | 15            | 13    | 28           |
| German .....                            | 2    | ....    | ....  | ....     | 2     | 4         | 1     | 4             | 3     | 7            |
| German .....                            | 3    | ....    | ....  | ....     | ....  | 3         | 4     | 3             | 4     | 7            |
| Algebra .....                           | 1    | 1040    | 1054  | 567      | 759   | 189       | 127   | 1796          | 1940  | 3736         |
| Algebra .....                           | 2    | ....    | ....  | 10       | 10    | 1230      | 1099  | 1240          | 1109  | 2349         |
| Geometry .....                          | 1    | 1110    | 1402  | 1417     | 1590  | 374       | 382   | 2901          | 3374  | 6275         |
| Trigonometry & Analytical Geometry..... | ..   | 9       | 4     | 28       | 27    | 1199      | 915   | 1236          | 946   | 2182         |
| Chemistry .....                         | 1    | 205     | 248   | 990      | 1143  | 309       | 267   | 1504          | 1653  | 3162         |
| Chemistry .....                         | 2    | 11      | 14    | 12       | 13    | 1141      | 1243  | 1164          | 1270  | 2434         |
| Physics .....                           | 1    | 1893    | 2051  | 1065     | 1084  | 227       | 227   | 3190          | 3362  | 6552         |
| Physics .....                           | 2    | 12      | 8     | 4        | 2     | 1032      | 511   | 1048          | 521   | 1569         |
| Biology .....                           | 2    | 52      | 57    | 5        | 17    | 508       | 1116  | 565           | 1190  | 1755         |
| Group B, Commercial—                    |      |         |       |          |       |           |       |               |       |              |
| Bookkeeping....                         | 1    | 135     | 423   | 194      | 307   | 62        | 69    | 391           | 799   | 1190         |
| Bookkeeping....                         | 2    | 2       | ....  | 27       | 32    | 28        | 60    | 57            | 142   | 199          |
| Bookkeeping....                         | 3    | ....    | ....  | ....     | ....  | 1         | 7     | 1             | 7     | 8            |
| Stenography ..                          | 1    | 40      | 474   | 40       | 300   | 24        | 110   | 104           | 884   | 988          |
| Stenography ..                          | 2    | ....    | ....  | 13       | 320   | 14        | 61    | 27            | 381   | 408          |
| Typewriting ..                          | 1    | 409     | 981   | 261      | 460   | 189       | 172   | 859           | 1563  | 2422         |
| Typewriting ..                          | 2    | ....    | ....  | 94       | 443   | 64        | 128   | 158           | 571   | 729          |
| Office Practice ....                    | 1    | ....    | ....  | 43       | 264   | 8         | 76    | 51            | 340   | 391          |
| Office Practice ....                    | 2    | ....    | ....  | ....     | ....  | 5         | 71    | 5             | 71    | 76           |
| Secretarial Training .....              | .... | ....    | ....  | ....     | ....  | 4         | 85    | 4             | 85    | 89           |
| Business Machines ..                    | .... | ....    | ....  | ....     | ....  | 5         | 61    | 5             | 61    | 66           |
| Group C, Technical—                     |      |         |       |          |       |           |       |               |       |              |
| Woodwork ....                           | 1    | 190     | ....  | 34       | 9     | 21        | 5     | 214           | 14    | 228          |
| Woodwork ....                           | 2    | ....    | ....  | 98       | 5     | 2         | 1     | 100           | 6     | 106          |
| Woodwork ....                           | 3    | 1       | ....  | ....     | ....  | 28        | 2     | 28            | 2     | 30           |
| Metalwork ....                          | 1    | 102     | ....  | 41       | ....  | 8         | ....  | 151           | ....  | 151          |
| Metalwork ....                          | 2    | ....    | ....  | 28       | ....  | 1         | ....  | 29            | ....  | 29           |
| Metalwork ....                          | 3    | ....    | ....  | ....     | ....  | 11        | ....  | 11            | ....  | 11           |
| Electricity ....                        | 1    | 111     | ....  | 33       | ....  | 10        | ....  | 154           | ....  | 154          |
| Electricity ....                        | 2    | ....    | ....  | 50       | ....  | 1         | ....  | 51            | ....  | 51           |
| Electricity ....                        | 3    | ....    | ....  | ....     | ....  | 20        | ....  | 20            | ....  | 20           |
| Automotives ..                          | 1    | 241     | ....  | 75       | ....  | 17        | ....  | 388           | ....  | 333          |
| Automotives ..                          | 2    | ....    | ....  | ....     | ....  | 24        | ....  | 24            | ....  | 24           |
| Automotives ..                          | 3    | ....    | ....  | ....     | ....  | ....      | ....  | ....          | ....  | ....         |
| Printing .....                          | 1    | 36      | 7     | 4        | 7     | ....      | ....  | 40            | 14    | 54           |
| Printing .....                          | 2    | ....    | ....  | 10       | 3     | 1         | 11    | 11            | 14    | 25           |
| Arts & Crafts ..                        | 1    | 33      | 25    | 3        | 19    | 6         | 2     | 42            | 46    | 88           |
| Arts & Crafts ..                        | 2    | ....    | ....  | 8        | 25    | 1         | 4     | 9             | 29    | 38           |
| Arts & Crafts ..                        | 3    | ....    | ....  | ....     | ....  | 3         | 14    | 3             | 14    | 17           |
| Fabrics & Dress .....                   | 1    | ....    | 66    | ....     | 140   | ....      | 41    | ....          | 247   | 247          |
| Fabrics & Dress .....                   | 2    | ....    | ....  | ....     | 52    | ....      | 15    | ....          | 67    | 67           |
| Fabrics & Dress .....                   | 3    | ....    | ....  | ....     | ....  | ....      | 20    | ....          | 20    | 20           |
| Homemaking ..                           | 1    | ....    | 121   | ....     | 37    | ....      | 23    | ....          | 181   | 181          |
| Homemaking ..                           | 2    | ....    | ....  | ....     | 55    | ....      | ....  | ....          | 55    | 55           |
| Homemaking ..                           | 3    | ....    | ....  | ....     | ....  | ....      | 20    | ....          | 20    | 20           |
| General Mathematics                     | 3    | 4       | 7     | ....     | ....  | 24        | ....  | 28            | 7     | 35           |

TABLE No 11 (Continued)

| Course and Subject                |       | GRADE X |       | GRADE XI |       | GRADE XII |       | TOTALS BY SEX |       | GRAND TOTALS |
|-----------------------------------|-------|---------|-------|----------|-------|-----------|-------|---------------|-------|--------------|
|                                   |       | Boys    | Girls | Boys     | Girls | Boys      | Girls | Boys          | Girls |              |
| Shop—                             |       |         |       |          |       |           |       |               |       |              |
| Drawing & Design .....            |       | 5       | 2     | 5        | 3     | .....     | ..... | 10            | 3     | 15           |
| Theory .....                      |       | 5       | 2     | 5        | 3     | .....     | ..... | 10            | 5     | 15           |
| Shop Practice .....               |       | 7       | 3     | 7        | 3     | .....     | ..... | 14            | 6     | 20           |
| Group D. General—                 |       |         |       |          |       |           |       |               |       |              |
| Dramatics .....                   | 1     | 323     | 542   | 253      | 350   | 94        | 110   | 670           | 1002  | 1672         |
| Dramatics .....                   | 2     | .....   | 2     | 50       | 90    | 28        | 34    | 78            | 126   | 204          |
| Music .....                       | 1     | 253     | 415   | 245      | 404   | 113       | 177   | 611           | 996   | 1507         |
| Music .....                       | 2     | .....   | ..... | 30       | 55    | 16        | 37    | 46            | 92    | 138          |
| Music .....                       | 3     | 1       | ..... | 2        | ..... | .....     | ..... | 3             | ..... | 3            |
| Art .....                         | 1     | 359     | 411   | 275      | 419   | 119       | 159   | 753           | 989   | 1742         |
| Art .....                         | 2     | .....   | ..... | 31       | 19    | 11        | 10    | 42            | 29    | 71           |
| Mechanical                        |       |         |       |          |       |           |       |               |       |              |
| Drawing .....                     |       | 16      | 1     | 24       | 4     | 10        | 1     | 50            | 6     | 56           |
| Geology .....                     | 1     | 675     | 553   | 405      | 399   | 109       | 125   | 1189          | 1077  | 2266         |
| Bookkeeping .....                 | 1a    | 282     | 288   | 226      | 255   | 109       | 121   | 617           | 664   | 1281         |
| Stenography .....                 | 1a    | 20      | 32    | 6        | 25    | 4         | 13    | 30            | 70    | 100          |
| Typewriting .....                 | 1a    | 303     | 521   | 295      | 396   | 103       | 128   | 701           | 1045  | 1746         |
| General Shop .....                | 1     | 347     | 41    | 90       | 12    | 20        | 15    | 457           | 68    | 525          |
| General Shop .....                | 2     | .....   | ..... | 124      | 9     | 11        | 5     | 135           | 14    | 149          |
| Home Economics.....               | 1     | 2       | 509   | 5        | 249   | 1         | 52    | 8             | 810   | 818          |
| Home Economics.....               | 2     | 9       | 138   | 27       | ..... | .....     | ..... | 36            | 138   | 174          |
| Needlework .....                  | ..... | .....   | 107   | 2        | 97    | .....     | 67    | 2             | 271   | 273          |
| Vocations & Guidance.....         | ..... | 543     | 818   | 391      | 455   | 94        | 129   | 1028          | 1402  | 2430         |
| Vocations & Guidance.....         | 1     | 8       | 9     | 1        | 42    | 4         | 5     | 13            | 56    | 69           |
| General Mathematics               | 2     | 20      | 19    | 102      | 59    | 30        | 28    | 152           | 106   | 158          |
| General Science .....             | 2     | 33      | 32    | 12       | 2     | 38        | 1     | 83            | 35    | 118          |
| Survey of English Literature..... | ..... | .....   | ..... | 151      | 234   | 96        | 169   | 247           | 403   | 650          |
| Physical Education.....           | 2     | 2       | ..... | 378      | 274   | 42        | 74    | 422           | 348   | 770          |
| Economics .....                   | ..... | .....   | ..... | 6        | 131   | 218       | 131   | 224           | 355   | .....        |
| Psychology .....                  | ..... | 2       | 13    | 685      | 1006  | 222       | 450   | 909           | 1469  | 2378         |
| Law .....                         | ..... | 3       | ..... | 236      | 203   | 90        | 96    | 329           | 299   | 628          |
| Sociology .....                   | ..... | 1       | 3     | 350      | 398   | 107       | 178   | 458           | 579   | 1037         |
| Creative Writing .....            | ..... | .....   | ..... | 6        | 5     | 7         | 46    | 13            | 51    | 64           |
| Health & Physical Education.....  | 2     | .....   | ..... | 24       | 11    | 2         | 1     | 26            | 12    | 39           |
| Health .....                      | 1     | 22      | 79    | 3        | 1     | .....     | ..... | 25            | 80    | 105          |
| Health .....                      | 2     | 2       | 15    | 54       | 48    | 11        | 9     | 67            | 72    | 139          |
| Mathematics..                     | 1a    | 51      | 48    | 3        | 6     | .....     | ..... | 54            | 54    | 108          |
| General Mathematics               | 1     | 103     | 113   | 13       | 16    | 3         | 2     | 119           | 131   | 250          |
| General Mathematics               | 1a    | 14      | 27    | 1        | 3     | 2         | 1     | 17            | 31    | 48           |
| Business Fundamentals .....       | ..... | .....   | ..... | 7        | 69    | .....     | ..... | 7             | 69    | 76           |
| Gen. Shop .....                   | 3     | 2       | ..... | 2        | ..... | 4         | ..... | 8             | ..... | 8            |
| Farm & Home Mechanics.....        | 1     | 36      | 5     | 8        | 7     | 2         | ..... | 46            | 12    | 58           |
| Farm & Home Mechanics.....        | 2     | .....   | ..... | 19       | 2     | 5         | 4     | 24            | 6     | 30           |
| Woodwork .....                    | 1a    | 19      | ..... | 36       | ..... | 4         | ..... | 59            | ..... | 59           |
| Woodwork .....                    | 2a    | .....   | ..... | 5        | ..... | .....     | ..... | 5             | ..... | 5            |
| Automotives..                     | 1a    | 10      | ..... | 59       | ..... | 2         | ..... | 71            | ..... | 71           |
| Arts & Crafts .....               | 1a    | 7       | 7     | .....    | 20    | .....     | 7     | 34            | 7     | 41           |
| Cadets .....                      | ..... | 8       | ..... | 1        | ..... | .....     | ..... | 9             | ..... | 9            |
| Spanish .....                     | ..... | .....   | 4     | 5        | 12    | 7         | 6     | 12            | 22    | 34           |
| Animal Science .....              | 1     | .....   | ..... | 6        | ..... | .....     | ..... | 6             | ..... | 6            |
| Plant Science .....               | ..... | 2       | ..... | 1        | ..... | .....     | ..... | 3             | ..... | 3            |

TABLE No. 12  
PUPILS LEAVING SCHOOL AT THE AGE OF 15 YEARS

| Grade | Number Leaving<br>School at 15 | Percentage of<br>Total (4298) | Percentage of<br>Enrolment in<br>Grade | Enrolment<br>in<br>Grade | Percentage of<br>Enrolment in<br>All Grades<br>(156629) |
|-------|--------------------------------|-------------------------------|----------------------------------------|--------------------------|---------------------------------------------------------|
| 1     | 5                              | .12                           | .03                                    | 19338                    | .003                                                    |
| 2     | 7                              | .16                           | .04                                    | 16600                    | .004                                                    |
| 3     | 22                             | .51                           | .14                                    | 16182                    | .014                                                    |
| 4     | 41                             | .95                           | .25                                    | 16103                    | .026                                                    |
| 5     | 116                            | 2.70                          | .76                                    | 15319                    | .074                                                    |
| 6     | 235                            | 5.47                          | 1.61                                   | 14631                    | .150                                                    |
| 7     | 562                            | 13.08                         | 3.95                                   | 14234                    | .358                                                    |
| 8     | 942                            | 21.92                         | 7.63                                   | 12365                    | .601                                                    |
| 9     | 1248                           | 29.04                         | 11.59                                  | 10768                    | .796                                                    |
| 10    | 484                            | 11.26                         | 5.90                                   | 8207                     | .309                                                    |
| 11    | 302                            | 7.02                          | 4.59                                   | 6580                     | .192                                                    |
| 12    | 334                            | 7.77                          | 5.30                                   | 6302                     | .213                                                    |
|       | 4298                           | 100.00                        |                                        | 156629                   | 2.740                                                   |

TABLE No. 13  
(COMPARATIVE) PERCENTAGE DISTRIBUTION BY GRADES,  
PUPILS LEAVING SCHOOL AT THE AGE OF 15 YEARS

|         | DIVISION 1 |      |      | DIVISION 2 |       |       | INTERMEDIATE |       |       | HIGH SCHOOL |      |     |
|---------|------------|------|------|------------|-------|-------|--------------|-------|-------|-------------|------|-----|
|         | 1          | 2    | 3    | 4          | 5     | 6     | 7            | 8     | 9     | 10          | 11   | 12  |
| 1921-22 | 1.14       | 1.61 | 3.59 | 7.02       | 11.28 | 16.52 | 19.29        | 29.79 | 6.59  | 2.34        | .81  | .02 |
| 1926-27 | .16        | .19  | .45  | 1.85       | 4.97  | 11.50 | 18.71        | 33.22 | 17.25 | 8.08        | 3.46 | .16 |
| 1931-32 | .09        | .31  | .72  | 1.63       | 9.17  | 9.17  | 19.05        | 34.55 | 17.13 | 7.88        | 2.79 | .15 |
| 1936-37 | .16        | .28  | .51  | 2.25       | 4.69  | 10.14 | 15.66        | 31.69 | 24.74 | 7.47        | 2.02 | .39 |
| 1941-42 | .07        | .07  | .34  | 1.33       | 4.08  | 8.51  | 17.44        | 26.39 | 31.27 | 7.56        | 2.55 | .10 |
| 1942-43 | .10        | .08  | .44  | 1.45       | 4.08  | 8.45  | 17.00        | 24.35 | 33.25 | 7.99        | 2.51 | .20 |
| 1943-44 | .07        | .07  | .39  | 1.03       | 3.08  | 7.54  | 19.22        | 26.01 | 32.62 | 7.49        | 2.30 | .18 |
| 1944-45 | .05        | .06  | .29  | .68        | 1.77  | 7.14  | 16.97        | 25.84 | 32.07 | 13.64       | 1.46 | .03 |
| 1945-46 | .06        | .06  | .23  | .60        | 1.58  | 5.73  | 12.91        | 25.98 | 36.26 | 14.43       | 1.64 | .52 |
| 1946-47 | .06        | .09  | .28  | .78        | 1.89  | 5.48  | 13.10        | 26.49 | 35.02 | 14.38       | 2.04 | .39 |
| 1947-48 | .08        | .08  | .31  | .71        | 1.90  | 5.31  | 14.06        | 26.51 | 35.61 | 13.03       | 2.28 | .12 |



TABLE No. 14

## POST SCHOOL RECORD OF PUPILS

Distribution of Pupils leaving School during the year, or at the end of Previous School year, by Sex, Grade and Occupation

| Occupation                                                                                                                                                                                                                | Below VII |       | VII  |       | VIII |       | IX   |       | X    |       | XI   |       | XII  |       | Special |       | Total |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|---------|-------|-------|
|                                                                                                                                                                                                                           | Boys      | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys    | Girls |       |
| <b>A. To Further Training</b>                                                                                                                                                                                             |           |       |      |       |      |       |      |       |      |       |      |       |      |       |         |       |       |
| (1) College, University or Private School (Finishing) .....                                                                                                                                                               | 24        | 40    | 10   | 5     | 57   | 82    | 131  | 156   | 56   | 57    | 31   | 58    | 394  | 250   | 5       | 2     | 1358  |
| (2) Normal School .....                                                                                                                                                                                                   | 4         | 12    | 2    | 2     | 2    | 4     | ...  | 3     | ...  | ...   | ...  | 1     | 40   | 146   | 5       | 5     | 217   |
| (3) Nurses' Training School .....                                                                                                                                                                                         | ...       | 8     | ...  | 4     | ...  | ...   | ...  | ...   | ...  | 1     | 1    | 15    | 1    | 241   | 7       | 7     | 282   |
| (4) Business College .....                                                                                                                                                                                                | 4         | 3     | ...  | 6     | 3    | 3     | 6    | 16    | 28   | 53    | 22   | 105   | 56   | 187   | 5       | 9     | 506   |
| (5) Technical Training School .....                                                                                                                                                                                       | 7         | 5     | ...  | ...   | 5    | 2     | 5    | 1     | 11   | 4     | 23   | 12    | 51   | 27    | 4       | ...   | 157   |
| <b>B. Occupational Groups</b>                                                                                                                                                                                             |           |       |      |       |      |       |      |       |      |       |      |       |      |       |         |       |       |
| (1) Agriculture, Farming, Fruit Raising, Stock and Poultry                                                                                                                                                                | 386       | 188   | 260  | 104   | 458  | 205   | 525  | 250   | 300  | 80    | 182  | 65    | 214  | 75    | 27      | 14    | 3333  |
| Farming, Horticulture, Farm Labourers, etc. ....                                                                                                                                                                          | 10        | 6     | 2    | ...   | 2    | ...   | ...  | ...   | 5    | 1     | 2    | ...   | 3    | ...   | ...     | ...   | 31    |
| (2) Fishing, Hunting and Trapping                                                                                                                                                                                         | ...       | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...     | ...   | ...   |
| (3) Logging, Lumbering, etc.                                                                                                                                                                                              | 20        | 12    | 4    | 1     | 7    | 1     | 15   | ...   | 6    | ...   | 8    | 1     | 17   | 1     | 3       | ...   | 96    |
| (4) Owners, Managers, Labourers                                                                                                                                                                                           | ...       | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...     | ...   | ...   |
| (5) Mining, Quarrying, Oil and Salt Wells: Owners, Labourers                                                                                                                                                              | 4         | 2     | 3    | ...   | 12   | 12    | 11   | ...   | 27   | ...   | 30   | ...   | 51   | ...   | ...     | ...   | 152   |
| Manufacturing: Bakers, Butchers, Boot and Shoe Repairers, Tailors and Tailoresses, Cabinet and Furniture Makers, Printers, Blacksmiths, Forgers, Machinists, Mechanics, etc., Owners, Managers, Factory Worker, etc. .... | 18        | 21    | 17   | 6     | 18   | 13    | 30   | ...   | 15   | 29    | 10   | 33    | 13   | 59    | 22      | 3     | 307   |
| (6) Electric Light and Power                                                                                                                                                                                              | ...       | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...     | ...   | ...   |
| Boiler, Firemen, Stationary Enginemen, etc., Owners, Managers, etc. ....                                                                                                                                                  | 2         | ...   | ...  | ...   | 1    | ...   | 1    | 2     | 5    | ...   | 2    | ...   | 16   | ...   | ...     | ...   | 29    |
| (7) Building and Construction                                                                                                                                                                                             | ...       | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...  | ...   | ...     | ...   | ...   |
| Masons, Carpenters, Electricians and Wiremen, Painters and Decorators, Plasterers, Plumbers, Tinsmiths, etc., Owners, Managers, Building Contractors, etc. ....                                                           | 19        | 10    | 6    | ...   | 21   | 1     | 13   | ...   | 26   | ...   | 36   | ...   | 58   | 3     | ...     | ...   | 193   |

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| GRADE                                                                                                                                                                                                                                                                                    | Below VII |       | VII   |       | VIII |       | IX    |       | X    |       | XI    |       | XII  |       | Special |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|------|-------|---------|-------|
|                                                                                                                                                                                                                                                                                          | Boys      |       | Girls |       | Boys |       | Girls |       | Boys |       | Girls |       | Boys |       | Girls   |       |
|                                                                                                                                                                                                                                                                                          | Boys      | Girls | Boys  | Girls | Boys | Girls | Boys  | Girls | Boys | Girls | Boys  | Girls | Boys | Girls | Boys    | Girls |
| (8) Transportation and Communication: Railway, Street Car and Motor Operators and Maintenance Men, Teamsters, Draymen, Truck Drivers, Sailors, Dockmen, etc., Telephone, Telegraph and Radio Operators and Maintenance Men, Messengers, Postmen, etc., Owners, Managers, Officials, etc. | 23        | 8     | 24    | 4     | 34   | 3     | 67    | 7     | 67   | 18    | 60    | 39    | 90   | 24    | 4       | 3     |
| (9) Warehousing and Storage: Packers, Shippers, Warehousemen and Storekeepers, etc., Owners and Managers, etc.                                                                                                                                                                           | 6         | 9     | 1     | 1     | 6    | ...   | 6     | 2     | 12   | 8     | 25    | 3     | 29   | 5     | ...     | ...   |
| (10) Trade: Owners, Managers and Dealers in Wholesale and Retail Stores, Commercial Travelers, Buyers, Pedlars, Salesmen and Saleswomen, etc.                                                                                                                                            | 9         | 3     | 4     | ...   | 7    | 14    | 21    | 18    | 31   | 37    | 44    | 58    | 88   | 72    | 3       | 3     |
| (11) Finance and Insurance: Finance and Insurance officials, Insurance and Real Estate Agents, Stock and Bond Brokers, etc.                                                                                                                                                              | ...       | 2     | ...   | ...   | ...  | ...   | 2     | ...   | 1    | 8     | 9     | 20    | 39   | 40    | ...     | ...   |
| (12) Service:                                                                                                                                                                                                                                                                            |           |       |       |       |      |       |       |       |      |       |       |       |      |       |         |       |
| (a) Defense: Soldiers, Sailors, Airforce                                                                                                                                                                                                                                                 | 3         | 1     | 2     | ...   | 1    | ...   | 2     | ...   | 10   | ...   | 14    | ...   | 43   | ...   | ...     | ...   |
| (b) Public: Civil and Government employees                                                                                                                                                                                                                                               | 3         | 1     | ...   | 1     | ...  | ...   | 3     | ...   | 4    | 5     | 12    | 17    | 31   | 40    | 9       | 3     |
| (c) Professional: Accountants and Auditors, Clergymen, Lawyers, Physicians, and Surgeons, Teachers, etc.                                                                                                                                                                                 | 4         | 4     | ...   | ...   | ...  | ...   | ...   | 1     | ...  | ...   | ...   | 2     | 10   | 89    | 2       | ...   |
| (d) Recreational: Owners and Managers of Theatres, etc., Actors and Actresses, etc.                                                                                                                                                                                                      | 1         | ...   | ...   | 1     | ...  | ...   | 1     | 4     | 5    | ...   | ...   | 11    | 8    | 8     | ...     | 44    |

(8) Transportation and Communication: Railway, Street Car and Motor Operators and Maintenance Men, Teamsters, Draymen, Truck Drivers, Sailors, Dockmen, etc., Telephone, Telegraph and Radio Operators and Maintenance Men, Messengers, Postmen, etc., Owners, Managers, Officials, etc.

(9) Warehousing and Storage: Packers, Shippers, Warehousemen and Storekeepers, etc., Owners and Managers, etc.

(10) Trade: Owners, Managers and Dealers in Wholesale and Retail Stores, Commercial Travelers, Buyers, Pedlars, Salesmen and Saleswomen, etc.

(11) Finance and Insurance: Finance and Insurance officials, Insurance and Real Estate Agents, Stock and Bond Brokers, etc.

(12) Service:

(a) Defense: Soldiers, Sailors, Airforce

(b) Public: Civil and Government employees

(c) Professional: Accountants and Auditors, Clergymen, Lawyers, Physicians, and Surgeons, Teachers, etc.

(d) Recreational: Owners and Managers of Theatres, etc., Actors and Actresses, etc.

|                                                                                                                                                                    | Below VII |       | VI   |       | VIII |       | IX   |       | X    |       | XI   |       | XII  |       | Special |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|---------|-------|
|                                                                                                                                                                    | Boys      | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys    | Girls |
| (e) Personal: Hotel and Restaurant Managers and Keepers, Barbers, Hairdressers, Cooks, Janitors and Sextons, Waiters and Waitresses, Watchmen and Caretakers, etc. | 3         | 12    | 1    | 11    | 6    | 47    | 8    | 73    | 8    | 72    | 4    | 30    | 2    | 30    | ---     | 307   |
| (f) Laundering: Cleaners, Dyers and Pressers, etc.                                                                                                                 | ---       | 4     | ---  | 1     | ---  | 3     | ---  | 7     | 4    | 9     | 6    | 9     | 8    | 9     | 1       | 56    |
| (13) Clerical: Bookkeepers and Cashiers, Stenographers and Typists, Office Clerks, etc.                                                                            | ---       | 1     | ---  | 1     | 2    | 2     | 6    | 10    | 35   | 49    | 45   | 166   | 119  | 277   | 4       | 723   |
| (14) Other: Labourers and Unskilled Workers not engaged in Agriculture, Mining or Logging, etc.                                                                    | 25        | 17    | 19   | 13    | 31   | 25    | 39   | 39    | 38   | 35    | 45   | 39    | 49   | 27    | ---     | 432   |
| (15) Unknown:                                                                                                                                                      | 7         | 8     | 3    | 6     | 13   | 15    | 29   | 36    | 30   | 37    | 34   | 42    | 71   | 96    | ---     | 428   |
| (C) Marriage                                                                                                                                                       | ---       | ---   | ---  | 2     | ---  | 2     | ---  | 21    | 2    | 41    | 7    | 63    | 24   | 92    | 2       | 257   |
| (D) To Institutions:                                                                                                                                               | 1         | 2     | ---  | ---   | ---  | 4     | 2    | 1     | 1    | 2     | 3    | 6     | 5    | 3     | 1       | 32    |
| (E) Death or Disability                                                                                                                                            | ---       | ---   | ---  | ---   | ---  | ---   | ---  | ---   | ---  | ---   | ---  | ---   | ---  | ---   | ---     | ---   |
| (F) Mental or Physical                                                                                                                                             | 9         | 7     | 2    | 5     | 4    | 13    | 8    | 47    | 4    | 24    | 6    | 10    | 5    | 5     | ---     | 80    |
| (G) Unemployed                                                                                                                                                     | 11        | 13    | 2    | 9     | 8    | 25    | 15   | 47    | 4    | 24    | 3    | 11    | 8    | 24    | 1       | 205   |
| (H) Left the Province                                                                                                                                              | 21        | 32    | 8    | 11    | 7    | 13    | 9    | 20    | 21   | 26    | 15   | 19    | 23   | 16    | 2       | 243   |
| (I) Unknown                                                                                                                                                        | 7         | 8     | 2    | 2     | 5    | 4     | 7    | 8     | 10   | 24    | 22   | 32    | 30   | 41    | ---     | 192   |
| (J) Others                                                                                                                                                         | 4         | 3     | 1    | 7     | 5    | 20    | 19   | 31    | 23   | 38    | 39   | 45    | 40   | 33    | ---     | 309   |
| TOTAL                                                                                                                                                              | 635       | 442   | 373  | 203   | 716  | 503   | 981  | 776   | 808  | 648   | 763  | 872   | 1677 | 1833  | 74      | 11363 |

## ANNUAL REPORT, 1948

TABLE No. 15  
MONTHLY SUMMARY OF ATTENDANCE, SEPT. 1947 TO JUNE 1948

| Month                                         | Possible Aggregate | Actual Aggregate | Percentage |
|-----------------------------------------------|--------------------|------------------|------------|
| September .....                               | 3,005,237.1        | 2,740,813.4      | 91.20      |
| October .....                                 | 3,181,649.6        | 2,886,356.55     | 90.72      |
| November .....                                | 2,628,575          | 2,397,700.45     | 91.22      |
| December .....                                | 2,488,588.1        | 2,297,100.75     | 95.12      |
| January .....                                 | 2,933,639.1        | 2,626,268.7      | 89.52      |
| February .....                                | 2,905,420.1        | 2,472,816        | 85.11      |
| March .....                                   | 2,782,703.6        | 2,494,116        | 89.63      |
| April .....                                   | 2,899,951.5        | 2,551,120.5      | 87.97      |
| May .....                                     | 2,906,798          | 2,636,018.5      | 90.68      |
| June .....                                    | 3,169,473.5        | 2,962,745.5      | 93.48      |
| Average Monthly Percentage of Attendance..... |                    |                  | 90.47      |

TABLE No. 16  
NUMBER OF SCHOOL DAYS OPERATION AND ATTENDANCE 1947-48

| Days         | Schools Operating | Pupils Attending<br>No. | %     |
|--------------|-------------------|-------------------------|-------|
| 1- 19        |                   | 1676                    | 1.07  |
| 20- 39       |                   | 2338                    | 1.49  |
| 40- 59       | 2                 | 2204                    | 1.41  |
| 60- 79       |                   | 2287                    | 1.46  |
| 80- 99       |                   | 2459                    | 1.57  |
| 100-119      | 1                 | 3757                    | 2.40  |
| 120-139      | 1                 | 6177                    | 3.94  |
| 140-159      | 2                 | 15566                   | 9.94  |
| 160-179      | 4                 | 47872                   | 30.56 |
| 180-199      | 2529              | 72169                   | 46.08 |
| 200-         | 11                | 124                     | .08   |
| Totals ..... | 2550              | 156629                  | 100%  |

TABLE No. 17  
ENROLMENT AND ATTENDANCE, DIVISIONS AND DISTRICTS

|                               | Enrolment | No. of Boys | No. of Girls | Aggregate Attendance | Average Attendance |
|-------------------------------|-----------|-------------|--------------|----------------------|--------------------|
| (1) Divisions .....           | 87,556    | 44,876      | 42,680       | 14,205,697.85        | 72,780.45          |
| (2) Schools not in Divisions— |           |             |              |                      |                    |
| City .....                    | 38,573    | 19,336      | 19,237       | 6,687,826.00         | 33,927.65          |
| Town .....                    | 10,363    | 5,045       | 5,308        | 1,794,087.50         | 9,162.86           |
| R.C. Separate .....           | 8,386     | 3,983       | 4,403        | 1,428,997.00         | 7,407.21           |
| Village .....                 | 5,769     | 2,928       | 2,841        | 987,659.50           | 5,022.05           |
| Consolidated .....            | 2,910     | 1,435       | 1,475        | 491,724.00           | 2,520.38           |
| Rural .....                   | 3,102     | 1,534       | 1,568        | 491,164.50           | 2,589.07           |
| Totals .....                  | 156,629   | 78,937      | 77,692       | 26,065,056.35        | 133,409.62         |

TABLE No. 18  
(COMPARATIVE) ENROLMENT, ATTENDANCE, TEACHERS AND SALARIES, 1906-48 INCLUSIVE

| Year          | Enrolment   |                  | Daily Average Attendance |                  | Teachers |                 | Teachers' Salaries |
|---------------|-------------|------------------|--------------------------|------------------|----------|-----------------|--------------------|
|               | Rural       | Town and Village | Rural                    | Town and Village | Teachers | Salaries        |                    |
| 1906 .....    | 14,576      | 14,208           | 7,396.34                 | 7,386.34         | 924      | \$ 386,107.99   |                    |
| 1911 .....    | 32,098      | 29,562           | 16,252.65                | 16,304.11        | 2,651    | 1,144,533.75    |                    |
| 1916 .....    | 47,987      | 51,223           | 27,082.80                | 33,183.59        | 4,807    | 2,421,404.48    |                    |
| 1921-22 ..... | 66,211      | 76,691           | 41,892.60                | 53,621.94        | 5,787    | 5,428,826.20    |                    |
| 1926-27 ..... | 73,942      | 80,438           | 49,526.69                | 65,298.09        | 5,380    | 5,899,839.00    |                    |
| 1931-32 ..... | 81,483      | 89,357           | 62,769.34                | 76,883.34        | 5,760    | 6,406,966.78    |                    |
| 1936-37 ..... | 84,080      | 83,860           | 63,467.96                | 69,641.12        | 6,130    | 5,893,852.44    |                    |
| 1941-42 ..... | 83,723      | 77,486           | 69,842.82                | 67,635.68        | 6,386    | 6,870,176.68    |                    |
| 1942-43 ..... | 79,470      | 78,036           | 61,550.90                | 65,662.81        | 6,490    | 6,935,906.40    |                    |
| 1943-44 ..... | 77,693      | 74,392           | 63,519.59                | 64,531.08        | 5,824    | 7,584,674.59    |                    |
| 1944-45 ..... | 77,270      | 75,262           | 63,777.75                | 66,318.06        | 5,945    | 8,058,586.62    |                    |
| 1945-46 ..... | 84,260      | 71,195           | 62,919.89                | 70,242.94        | 5,868    | 8,841,443.60    |                    |
| 1946-47 ..... | 85,961      | 69,556           | 70,446.46                | 60,564.26        | 5,818    | * 10,291,536.08 |                    |
|               | All Schools | All Schools      |                          |                  |          |                 |                    |
|               | 156,629     | 156,629          |                          |                  |          |                 |                    |
| 1947-48 ..... |             |                  |                          |                  |          |                 | 5,458.00           |
|               |             |                  |                          |                  |          |                 | 133,409.62         |

\* Calendar Year 1947 and 1948.

TABLE No. 20  
PERCENTAGE OF ENROLMENT IN GRADE I AND HIGHER GRADES, FROM 1912

| Year            | Grade 1 | Grades 9-12 | Grades 7-12 |
|-----------------|---------|-------------|-------------|
| 1912 .....      | 32.24   | 3.92        | 14.65       |
| 1917 .....      | 24.87   | 5.62        | 18.45       |
| 1922-1923 ..... | 20.87   | 8.29        | 22.73       |
| 1927-1928 ..... | 17.57   | 11.44       | 26.90       |
| 1932-1933 ..... | 13.49   | 17.13       | 33.61       |
| 1937-1938 ..... | 14.19   | 18.28       | 35.22       |
| 1942-1943 ..... | 12.07   | 18.98       | 36.55       |
| 1943-1944 ..... | 12.17   | 18.61       | 36.71       |
| 1944-1945 ..... | 11.95   | 19.69       | 37.59       |
| 1945-1946 ..... | 12.01   | 20.73       | 38.03       |
| 1946-1947 ..... | 12.00   | 21.00       | 38.12       |
| 1947-1948 ..... | 12.34   | 20.33       | 37.32       |

TABLE No. 21  
COMPARATIVE SUMMARY OF ATTENDANCE AND TIME LOST

|                                                              | 1937-38       | 1946-47       | 1947-48       |
|--------------------------------------------------------------|---------------|---------------|---------------|
| Aggregate Number of days attended during the year .....      | 26,546,276.00 | 25,228,871.00 | 26,065,056.35 |
| Average Number attending each day .....                      | 135,162.55    | 131,010.72    | 133,409.62    |
| Average Monthly percentage of attendance .....               | 89.50         | 89.44         | 90.18         |
| Average Number of days school was open during the year ..... | 196.09        | 198.34        | 191.75        |
| Average Number of days pupils attended during the year ..... | 159.27        | 162.21        | 166.41        |
| Average Number of days pupils lost during the year .....     | 50.78         | 37.79         | 33.59         |

TABLE NO. 22  
PUPIL-LOAD, - AVERAGE NUMBER OF PUPILS PER TEACHER  
1905 - 1948 inclusive

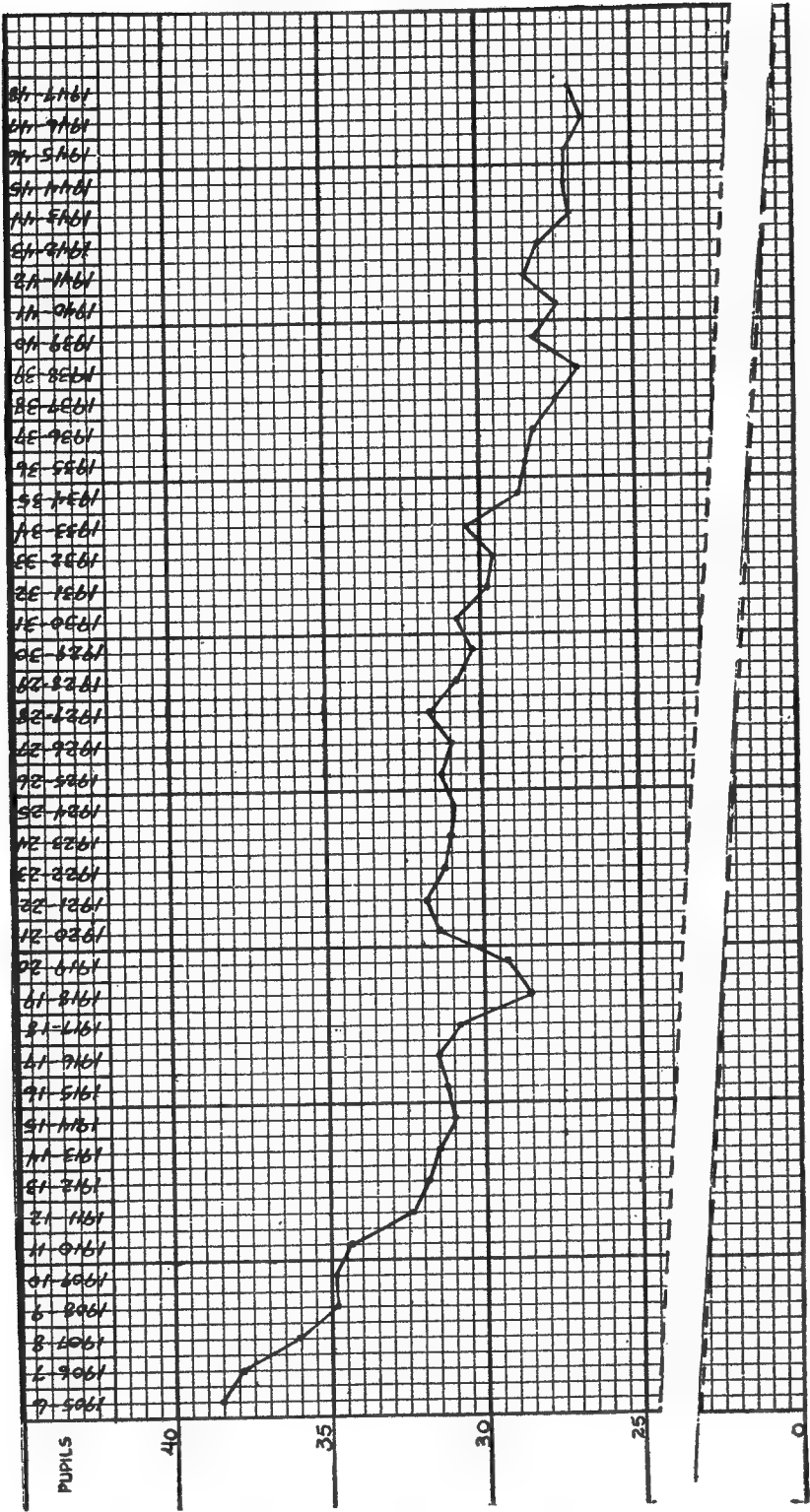


TABLE NO. 23  
STATEMENT SHOWING RECEIPTS AND PAYMENTS IN ALL SCHOOL DISTRICTS & DIVISIONS DURING THE YEAR 1947

RECEIPTS

| Items                                           | Divisions        | Town School Districts | Village School Districts | Consolidated Sch. Districts | Rural School Districts | Separate Sch. Dists. | Total           |
|-------------------------------------------------|------------------|-----------------------|--------------------------|-----------------------------|------------------------|----------------------|-----------------|
| Balance of Cash on Hand at Beginning of Year    | \$ 613,528.94    | \$ 116,288.55         | \$171,781.11             | \$ 87,319.22                | \$ 77,246.86           | \$237,354.71         | \$ 1,303,519.59 |
| Net Provincial Grants                           | 4,010,911.90     | 241,492.14            | 121,773.86               | 105,010.08                  | 74,689.41              | 108,457.55           | 4,660,334.94    |
| Requisitions                                    | 6,907,437.70     | 1,278,105.19          | 494,655.55               | 251,382.32                  | 192,555.87             | 577,037.87           | 9,691,152.50    |
| From Other School Boards including Tuition Fees | 40,274.19        | 85,977.64             | 24,032.88                | 35,243.55                   | 2,226.50               | 27,636.36            | 215,391.12      |
| Other Operating Receipts                        | 251,188.42       | 31,642.12             | 12,627.59                | 27,837.95                   | 1,873.28               | 8,361.45             | 333,550.81      |
| Bank & Other Short Term Borrowings              | 1,383,873.11     | 95,836.33             | 28,769.82                | 15,500.00                   | 1,900.00               | —                    | 1,525,879.06    |
| Sale of Debentures                              | 524,662.95       | 50,000.00             | 2,788.19                 | —                           | 1,000.00               | —                    | 578,451.14      |
| Sale of Property & Equipment                    | 70,582.59        | 3,396.87              | 2,856.39                 | 6,752.58                    | 204.24                 | 11,763.84            | 95,556.51       |
| Other Non-Operating Receipts                    | 360,926.78       | 25,129.64             | 14,191.07                | 7,765.51                    | 1,952.92               | 4,722.20             | 414,688.12      |
| Total Receipts                                  | 14,163,386.58    | 1,927,866.48          | 873,476.26               | 534,811.21                  | 343,629.08             | 975,333.98           | 18,818,503.59   |
| Bank Overdraft at End of Year                   | 70,854.27        | 8,036.73              | 711.17                   | 168.52                      | —                      | 165.16               | 79,935.65       |
|                                                 | \$ 14,234,240.85 | \$1,935,903.21        | \$874,187.43             | \$534,979.53                | \$ 343,629.08          | \$975,499.14         | \$18,898,439.24 |



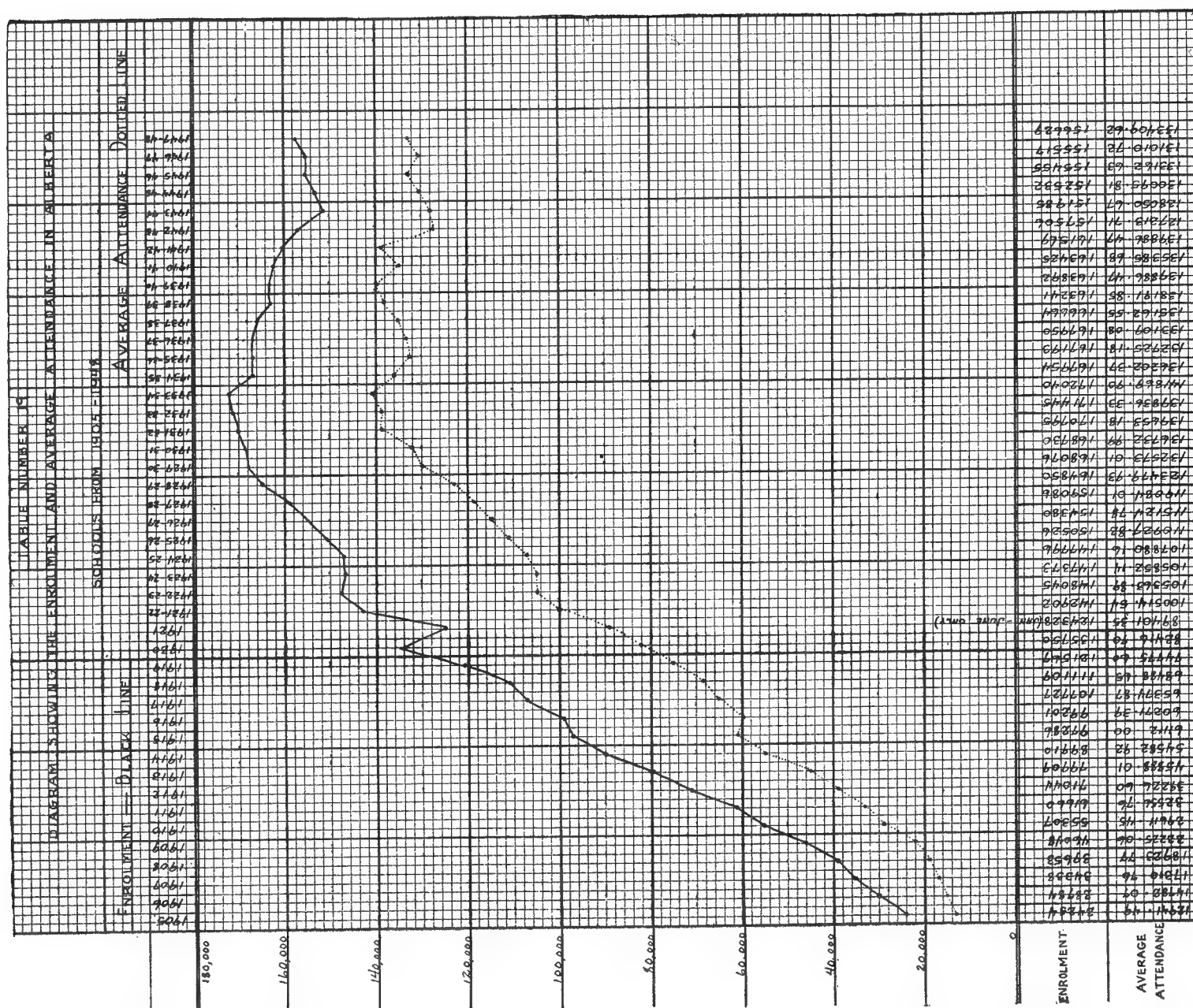




TABLE NO. 24

## STATEMENT SHOWING RECEIPTS AND PAYMENTS IN ALL SCHOOL DISTRICTS AND DIVISIONS DURING THE YEAR 1947

## PAYMENTS

| Items                                 | Divisions    | Town School Districts | Village School Districts | Consolidated Sch. Dist. | Rural School Dist. |            | Separate Sch. Dist. | Total        |
|---------------------------------------|--------------|-----------------------|--------------------------|-------------------------|--------------------|------------|---------------------|--------------|
|                                       |              |                       |                          |                         |                    |            |                     |              |
| Bank Overdraft at Beginning of Year   | \$ 69,241.61 | \$ 4,966.73           | \$ 2,765.85              | \$ 521.46               | \$ --              | \$ --      | \$ --               | \$ 77,493.63 |
| Administration                        | 354,792.38   | 38,983.42             | 21,407.81                | 12,008.63               | 6,655.27           | 25,990.15  |                     | 457,757.64   |
| Teachers' Salaries                    | 5,569,108.95 | 1,122,947.62          | 401,355.78               | 202,506.11              | 145,204.74         | 411,018.46 |                     | 7,850,141.66 |
| Correspondence Courses & Tuition Fees | 249,991.65   | 3,291.05              | 4,318.30                 | 398.55                  | 2,593.96           | 531.50     |                     | 260,924.99   |
| Library & Text Books                  | 99,894.25    | 13,308.98             | 19,571.70                | 4,302.59                | 4,553.02           | 9,298.16   |                     | 150,928.70   |
| Instructional Supplies & Equipment    | 246,925.42   | 61,584.07             | 20,587.41                | 10,372.98               | 7,070.76           | 9,186.17   |                     | 355,706.81   |
| Other Instructional Expenses          | 55,652.97    | 13,479.99             | 1,785.05                 | 1,629.29                | 676.72             | 3,820.51   |                     | 75,044.53    |
| Caretaking                            | 440,292.98   | 113,455.57            | 50,592.76                | 23,447.87               | 19,561.53          | 46,048.97  |                     | 695,399.68   |
| Fuel, Light, Water, etc.              | 435,234.56   | 64,871.90             | 32,312.87                | 16,097.87               | 11,367.23          | 25,574.19  |                     | 585,458.62   |
| Repairs & Replacements                | 621,461.42   | 80,936.50             | 40,891.48                | 20,018.15               | 19,210.83          | 34,080.78  |                     | 816,599.16   |
| Other Plant Operation & Maintenance   | 156,075.56   | 17,377.45             | 9,825.84                 | 7,283.50                | 7,561.76           | 18,266.50  |                     | 215,888.61   |

|                                                                  |                 |                |               |              |               |               |                  |
|------------------------------------------------------------------|-----------------|----------------|---------------|--------------|---------------|---------------|------------------|
| Health Services                                                  | 65,179.50       | 11,655.32      | 2,770.38      | 519.68       | 915.71        | 4,491.04      | 85,551.43        |
| Transportation of Pupils                                         | 1,087,798.80    | 7,037.10       | 4,688.65      | 84,716.09    | 314.22        | 5,874.07      | 1,200,428.93     |
| Other Auxiliary Services                                         | 142,565.93      | 2,014.25       | 2,463.57      | 1,431.53     | 1,049.08      | 2,613.59      | 151,957.76       |
| Payments to Other Boards                                         | 37,561.88       | 1,136.49       | —             | 24.00        | 184.05        | 2,585.50      | 41,489.92        |
| Land, Buildings, Furniture & Equipment<br>(from current revenue) | 1,275,000.42    | 48,152.32      | 27,115.32     | 15,813.10    | 9,611.73      | 22,511.06     | 1,396,205.95     |
| Transportation Equipment<br>(from current revenue)               | 212,146.17      | 3,200.00       | —             | 13,229.16    | —             | —             | 228,575.33       |
| Debentures                                                       | 120,674.35      | 60,088.84      | 27,766.44     | 13,862.71    | 11,941.78     | 65,860.05     | 300,204.15       |
| Other Debt Charges                                               | 25,801.85       | 4,331.47       | 594.99        | 193.69       | 100.87        | 821.14        | 31,844.01        |
| Repayment of Bank & Other Short Term Borrowings                  | 1,154,324.34    | 41,500.30      | 19,119.62     | 7,013.70     | 1,768.40      | 2,603.80      | 1,226,350.16     |
| Capital Expenditure Out of Proceeds of Debentures                | 665,605.44      | 84,440.72      | 3,500.00      | 509.37       | 12,911.80     | 191,054.77    | 958,002.10       |
| Other Payments                                                   | 349,370.48      | 13,821.56      | 13,863.51     | 7,850.96     | 11,928.05     | 3,774.75      | 400,609.29       |
| Total Payments                                                   | 13,440,398.71   | 1,812,581.64   | 706,295.31    | 443,750.99   | 272,981.51    | 883,962.90    | * 17,559,981.06  |
| Balance of Cash on Hand                                          | 793,842.14      | 123,311.57     | 167,892.12    | 91,228.54    | 70,647.57     | 91,536.24     | 1,338,458.18     |
|                                                                  | \$14,234,240.85 | \$1,935,903.21 | \$ 874,187.43 | \$534,979.53 | \$ 343,629.08 | \$ 975,498.14 | \$ 18,898,459.24 |

\*Does not include Calgary Dist. No. 19 and Edmonton Dist. No. 7.

TABLE NO. 25 Extract From FINANCIAL REPORTS (School Divisions Only) - 1947

| No. Name            | RECEIPTS                       |                       |                    |                           |                                  | PAYMENTS                           |                                       |                          |  |  |
|---------------------|--------------------------------|-----------------------|--------------------|---------------------------|----------------------------------|------------------------------------|---------------------------------------|--------------------------|--|--|
|                     | Cash Balance Beginning of Year | Short-Term Borrowings | Sale of Debentures | Bank Overdraft end of Yr. | Bank Overdraft Beginning of Year | Repayment of Short-Term Borrowings | Capital out of Proceeds of Debentures | Cash Balance End of Year |  |  |
| 1. Berry Creek      | \$ 1,278.18                    | \$                    | \$                 | \$                        | \$                               | \$                                 | \$                                    | \$ 1,809.87              |  |  |
| 2. St. Mary's River | 65,355.52                      |                       | 80,000.00          |                           |                                  |                                    | 66,504.11                             | 87,285.75                |  |  |
| 3. Foremost         | 13,727.37                      |                       |                    |                           |                                  |                                    |                                       | 57,933.60                |  |  |
| 4. Medicine Hat     | 18,928.67                      |                       |                    |                           |                                  |                                    |                                       | 11,324.83                |  |  |
| 6. Taber            | 18,085.84                      | 45,000.00             | 60,000.00          |                           |                                  | 45,000.00                          | 60,000.00                             | 7,263.81                 |  |  |
| 7. Lethbridge       | 50,579.12                      |                       | 203,627.04         |                           |                                  |                                    | 238,369.87                            | 7,116.28                 |  |  |
| 8. Acadia           | 2,541.34                       |                       |                    |                           |                                  |                                    |                                       | 11,582.95                |  |  |
| 9. Sullivan Lake    | 43,079.15                      | 40,000.00             | 37,765.07          |                           | 2,737.68                         | 23,000.00                          | 37,765.07                             | 1,398.37                 |  |  |
| 10. Peace River     |                                | 160,000.00            |                    | 16,268.26                 | 8,514.88                         | 146,667.00                         |                                       | 22,412.02                |  |  |
| 11. Lac Ste. Anne   |                                | 33,500.00             |                    | 748.52                    |                                  | 40,000.00                          |                                       | 52.84                    |  |  |
| 12. Edson           | 1,019.89                       | 120,000.00            |                    |                           |                                  | 122,325.00                         |                                       |                          |  |  |
| 13. Clover Bar      | 10,474.31                      |                       |                    |                           |                                  |                                    |                                       | 7,379.47                 |  |  |
| 14. Grande Prairie  | 1,574.38                       |                       |                    |                           |                                  |                                    |                                       | 26,396.83                |  |  |
| 15. Rocky Mountain  | 142.04                         | 50,000.00             |                    | 4,043.34                  | 410.64                           | 44,000.00                          |                                       | 4.94                     |  |  |
| 16. Neutral Hills   |                                |                       | 40,000.00          | 4,583.87                  |                                  | 10,000.00                          | 40,000.00                             | 5,506.00                 |  |  |
| 17. Holden          | 7,158.02                       | 20,000.00             |                    |                           | 4,881.85                         | 20,000.00                          |                                       | 25.00                    |  |  |
| 18. Lamont          |                                |                       |                    |                           |                                  |                                    |                                       | 11,459.20                |  |  |
| 19. Vegreville      | 19,666.38                      |                       |                    | 7,340.66                  |                                  |                                    |                                       | 15,233.23                |  |  |
| 20. Camrose         | 35,584.43                      |                       |                    |                           |                                  |                                    |                                       | 35,651.30                |  |  |
| 21. Two Hills       | 18,633.22                      |                       |                    |                           |                                  |                                    |                                       | 5,329.32                 |  |  |
| 22. Killam          | 6,643.08                       | 60,000.00             |                    |                           |                                  |                                    |                                       | 20,633.18                |  |  |
| 23. St. Mary Plain  | 16,833.13                      | 8,473.95              |                    |                           |                                  |                                    |                                       |                          |  |  |
| 24. Sturgeon        |                                | 20,000.00             |                    | 6,188.58                  |                                  | 30,000.00                          |                                       |                          |  |  |
| 25. Vermilion       | 10,061.48                      | 23,000.00             | 39,904.10          | 4,394.89                  | 609.22                           | 14,400.00                          |                                       | 40,940.41                |  |  |
| 26. Stettler        | 14,063.41                      |                       |                    |                           |                                  | 23,000.00                          | 39,904.10                             | 8,804.95                 |  |  |
| 27. Castor          | 14,264.19                      | 20,000.00             |                    |                           |                                  | 20,000.00                          |                                       | 40,779.06                |  |  |
| 28. MacLeod         | 59,090.28                      |                       |                    |                           |                                  |                                    |                                       | 56,565.30                |  |  |
| 29. Pincher Creek   | 14,024.18                      |                       |                    |                           |                                  |                                    |                                       | 14,902.98                |  |  |
| 30. Drumheller      | 19,830.33                      | 20,000.00             |                    | 1,044.33                  |                                  |                                    |                                       | 571.80                   |  |  |

|                     |               |                 |               |              |                 |               |               |
|---------------------|---------------|-----------------|---------------|--------------|-----------------|---------------|---------------|
| 31. Olds            | 7,997.90      | 8,000.00        |               | 1,505.65     |                 |               | 796.65        |
| 32. Wainwright      | 25,504.74     | 5,468.90        |               |              | 9,000.00        |               | 8,952.99      |
| 33. Provost         | 5,125.81      | 45,000.00       | 664.02        |              | 25,000.00       |               | 50,428.66     |
| 34. Ponoka          | 7,329.33      | 66,000.00       | 485.05        | 3,622.96     | 66,000.00       |               | 25.00         |
| 35. Red Deer        | 25.00         |                 | 27,534.87     | 436.80       |                 |               |               |
| 36. Westlock        |               | 31,930.26       |               | 2,598.90     | 32,190.26       |               |               |
| 37. Westlock        | 5,988.73      |                 |               |              |                 |               | 28,775.49     |
| 38. Foothills       |               | 136,000.00      |               | 1,969.05     | 147,000.00      | 41,427.83     | 17,721.77     |
| 39. Smoky Lake      | 28,642.99     |                 | 26,559.73     |              |                 |               | 7,659.35      |
| 40. Wheatland       | 16,709.64     |                 |               |              |                 |               | 16,007.67     |
| 41. Calgary         |               |                 |               |              |                 |               | 13,340.87     |
| 42. Athabasca       |               | 45,000.00       |               |              | 55,000.00       |               | 4,933.67      |
| 43. Bow Valley      | 15,936.05     |                 |               | 10,334.64    |                 |               | 12,346.17     |
| 44. E.I.D.          |               | 20,000.00       |               | 580.22       | 20,000.00       |               | 3,945.51      |
| 45. St. Paul        |               | 50,000.00       |               | 8,587.35     | 40,000.00       |               | 1,563.36      |
| 46. Bonnyville      | 6,953.41      | 35,000.00       |               |              | 35,000.00       |               | 32,588.82     |
| 47. Spirit River    |               | 10,000.00       |               | 3,514.42     | 10,000.00       |               | 13,457.76     |
| 48. High Prairie    | 4,244.05      | 150,000.00      | 10,000.00     |              | 51,309.08       | 121,117.77 *  | 17,115.27     |
| 49. Strawberry      |               | 15,000.00       |               |              | 15,000.00       |               | 7,106.08      |
| 50. Fairview        |               | 30,000.00       | 26,807.01     |              | 30,000.00       | 20,516.69     | 19,323.60     |
| 51. Lac la Riche    | 1,811.87      | 40,000.00       | 1,896.57      |              | 40,333.00       |               | 968.11        |
| 52. Fort Vermilion  | 2,489.87      | 5,000.00        |               |              | 100.00          |               | 2,103.64      |
| 53. East Smoky      | 10,154.58     | 6,500.00        |               |              | 25,000.00       |               | 17,679.22     |
| 54. Red Deer Valley |               | 25,000.00       | 1,300.36      |              |                 |               | 18,734.19     |
| 55. Lacombe         |               | 20,000.00       | 549.53        |              |                 |               |               |
| 56. Thorhild        |               | 10,000.00       |               |              | 10,000.00       |               | 25.00         |
| 57. Coal Branch     |               |                 |               |              |                 |               |               |
|                     | \$ 613,528.94 | \$ 1,283,873.11 | \$ 524,662.95 | \$ 70,854.27 | \$ 1,154,324.34 | \$ 665,605.44 | \$ 793,842.14 |

\* Payments made from bank loans pending sale of debentures



TABLE NO. 26

## STATEMENT SHOWING REVENUE AND EXPENDITURES IN ALL SCHOOL DISTRICTS AND DIVISIONS DURING THE YEAR 1947

## REVENUE

| Items                                           | Divisions        | Town School Districts | Village School Districts | Consolidated Sch. Dists. | Rural School Districts | Separate Sch. Dists. | Total           |
|-------------------------------------------------|------------------|-----------------------|--------------------------|--------------------------|------------------------|----------------------|-----------------|
| Grants                                          | \$ 4,189,326.31  | \$ 637,710.48         | \$ 138,553.51            | \$ 110,950.40            | \$ 78,311.87           | \$120,840.23         | \$ 5,275,492.80 |
| Requisitions                                    | 6,933,798.23     | 4,847,027.30          | 499,764.30               | 249,614.10               | 185,885.53             | 574,099.52           | 13,290,188.98   |
| From Other School Boards including Tuition Fees | 42,189.46        | 171,994.77            | 27,604.61                | 38,175.14                | 1,180.25               | 28,597.26            | 309,741.49      |
| Other Operating Revenue                         | 216,790.19       | 86,789.70             | 6,600.53                 | 37,365.15                | 1,046.91               | 4,480.22             | 353,072.70      |
| Sale of Property & Equipment                    | 47,832.99        | 6,660.00              | 4,640.83                 | 6,797.08                 | 198.29                 | 100.00               | 66,229.19       |
| Other Non-Operating Revenue                     | 133,926.31       | 19,636.64             | 6,773.82                 | 4,883.74                 | 1,713.84               | 2,533.56             | 169,467.91      |
| Total Revenue                                   | 11,563,863.49    | 5,769,818.89          | 683,737.60               | 447,785.61               | 268,336.69             | 730,650.79           | 19,464,193.07   |
| Deficit                                         | 218,159.24       | 20,257.24             | 20,889.27                | 5,237.93                 | 6,788.13               | 1,023.84             | 272,355.65      |
| Surplus from Previous Year, if used             | 62,468.85        | 38,800.30             | 7,201.31                 | 53,423.58                | 3,413.86               | -                    | 165,307.90      |
|                                                 | \$ 11,844,491.58 | \$5,828,876.43        | \$711,828.18             | \$506,447.12             | \$278,538.68           | \$731,674.63         | \$19,901,856.62 |



TABLE NO. 27 STATEMENT SHOWING REVENUE AND EXPENDITURES IN ALL SCHOOL DISTRICTS AND DIVISIONS DURING THE YEAR 1947

EXPENDITURES

| Items                                 | Divisions     | Town School Districts | Village School Districts | Consolidated Sch. Districts | Rural School Districts | Separate Sch. Districts | Total         |
|---------------------------------------|---------------|-----------------------|--------------------------|-----------------------------|------------------------|-------------------------|---------------|
| Administration                        | \$ 359,404.21 | \$ 130,478.90         | \$ 21,652.92             | \$ 12,521.28                | \$ 6,812.53            | \$ 24,237.08            | \$ 555,106.92 |
| Teachers' Salaries                    | 5,577,922.08  | 3,565,246.40          | 403,485.38               | 207,037.79                  | 149,293.52             | 412,275.35              | 10,315,260.52 |
| Correspondence Courses & Tuition Fees | 246,000.14    | 12,030.40             | 5,929.38                 | 201.55                      | 2,495.99               | 577.50                  | 267,234.96    |
| Library and Text Books                | 95,974.29     | 48,970.86             | 20,966.14                | 4,812.61                    | 4,927.97               | 6,077.40                | 181,729.27    |
| Instructional Supplies & Equipment    | 237,798.11    | 166,897.55            | 21,651.60                | 10,134.74                   | 7,111.10               | 8,541.29                | 452,134.39    |
| Other Instructional Expenses          | 50,514.62     | 21,982.82             | 1,379.20                 | 1,754.09                    | 740.12                 | 3,616.77                | 79,987.62     |
| Caretaking                            | 442,454.35    | 349,307.64            | 50,306.11                | 23,459.87                   | 19,721.38              | 46,023.56               | 931,272.91    |
| Fuel Light Water etc.                 | 429,929.70    | 174,951.56            | 31,783.26                | 16,083.24                   | 11,228.65              | 25,110.47               | 689,086.88    |
| Repairs and Replacements              | 614,379.23    | 308,066.16            | 39,811.39                | 18,288.20                   | 19,272.03              | 34,175.52               | 1,033,992.53  |
| Other Plant Operation & Maintenance   | 154,810.90    | 43,153.12             | 8,175.66                 | 7,253.42                    | 7,558.75               | 17,824.30               | 238,776.15    |
| Health Services                       | 61,984.91     | 40,915.97             | 2,370.38                 | 519.68                      | 915.71                 | 3,753.36                | 110,460.01    |
| Transportation of Pupils              | 1,102,790.12  | 10,201.15             | 5,259.90                 | 81,993.38                   | 314.22                 | 5,866.27                | 1,206,425.04  |
| Other Auxiliary Services              | 127,662.72    | 2,426.78              | 1,870.28                 | 1,401.53                    | 1,049.08               | 2,443.62                | 136,854.01    |
| Payments to Other Boards              | 58,496.28     | 1,136.49              | -                        | 24.00                       | 208.05                 | 2,794.50                | 62,659.32     |

|                                                               |                  |                |              |               |               |              |                 |
|---------------------------------------------------------------|------------------|----------------|--------------|---------------|---------------|--------------|-----------------|
| Land Building Furniture & Equipment<br>(From current revenue) | 1,108,795.25     | 162,985.89     | 21,358.67    | 15,534.16     | 9,844.48      | 14,741.48    | 1,333,259.93    |
| Transportation Equipment<br>(From current revenue)            | 168,834.96       | 1,000.00       | ---          | 13,229.16     | ---           | ---          | 183,064.12      |
| Debentures                                                    | 124,317.86       | 490,961.92     | 27,446.44    | 13,410.37     | 12,251.78     | 70,360.81    | 738,749.18      |
| Other Debt Charges                                            | 27,856.03        | 13,311.03      | 621.62       | 48.21         | 100.87        | 821.14       | 42,758.90       |
| Other Expenditures                                            | 103,040.27       | 95,209.00      | 4,290.90     | 3,423.80      | 7,154.78      | 2,361.63     | 215,480.38      |
| Total Expenditures                                            | 11,092,966.03    | 5,639,233.64   | 668,359.23   | 431,131.08    | 261,001.01    | 681,602.05   | 18,774,293.04   |
| Deficit from Previous Year - provided<br>for from revenue     | 29,733.23        | 81.70          | 7,035.20     | 1,078.01      | ---           | ---          | 37,928.14       |
| Surplus                                                       | 721,792.32       | 189,561.09     | 36,433.75    | 74,238.03     | 17,537.67     | 50,072.58    | 1,089,635.44    |
|                                                               | \$ 11,844,491.58 | \$5,828,876.43 | \$711,828.18 | \$ 506,447.12 | \$ 278,538.68 | \$731,674.63 | \$19,901,856.62 |





TABLE NO. 29

EXPENDITURE - 1947

(Extracts from Financial Reports)

| No. | Name             | Administra-<br>tion | Teachers'<br>Salaries | Other<br>Instruction | Plant Operation<br>and Maintenance | Transporta-<br>tion | Other<br>Auxiliary<br>Services |
|-----|------------------|---------------------|-----------------------|----------------------|------------------------------------|---------------------|--------------------------------|
| 1   | Berry Creek      | \$ 2,261.84         | \$ 21,275.83          | \$ 4,224.82          | \$ 9,285.00                        | \$ 2,950.97         | \$ 1,561.89                    |
| 2   | St. Mary's River | 7,899.21            | 165,620.86            | 16,070.67            | 65,090.56                          | 47,494.19           | 162.02                         |
| 3   | Foremost         | 6,157.55            | 97,056.70             | 8,682.42             | 22,505.87                          | 66,040.63           | 530.19                         |
| 4   | Medicine Hat     | 8,210.21            | 75,925.31             | 18,359.88            | 27,535.50                          | 31,945.66           | 445.62                         |
| 6   | Taber            | 8,642.47            | 117,518.09            | 6,564.87             | 42,224.23                          | 64,151.05           | 179.98                         |
| 7   | Lethbridge       | 9,319.93            | 184,934.17            | 21,995.64            | 66,410.12                          | 86,807.57           | -----                          |
| 8   | Acadia           | 5,791.48            | 48,797.55             | 11,875.55            | 17,164.44                          | 11,546.42           | 618.41                         |
| 9   | Sullivan Lake    | 4,286.96            | 56,553.66             | 7,727.85             | 19,274.36                          | 8,154.62            | 1,686.88                       |
| 10  | Peace River      | 7,365.35            | 62,826.56             | 11,984.59            | 19,270.50                          | 25,150.34           | 2,499.73                       |
| 11  | Lac Ste. Anne    | 8,523.85            | 124,833.56            | 15,146.52            | 37,447.48                          | 27,972.55           | 9,458.32                       |
| 12  | Edson            | 5,911.02            | 104,011.63            | 9,276.28             | 29,579.05                          | 6,546.12            | 9,712.91                       |
| 13  | Clover Bar       | 7,647.58            | 206,470.18            | 11,826.22            | 47,179.45                          | 12,187.25           | 10,697.56                      |
| 14  | Grande Prairie   | 8,259.52            | 125,625.95            | 20,117.37            | 27,762.50                          | 2,288.22            | 13,108.57                      |
| 15  | Rocky Mtn. House | 5,764.06            | 94,125.41             | 12,007.77            | 25,564.76                          | 7,900.35            | 1,652.95                       |
| 16  | Neutral Hills    | 4,547.51            | 62,164.45             | 5,342.79             | 18,978.58                          | 10,041.45           | 4,243.84                       |
| 17  | Bolden           | 7,066.31            | 168,558.38            | 12,427.04            | 43,509.99                          | 15,476.29           | 6,809.11                       |
| 18  | Lamont           | 7,637.89            | 168,022.78            | 7,329.22             | 41,500.98                          | 759.41              | 10,467.35                      |
| 19  | Vegreville       | 6,407.67            | 102,664.33            | 16,168.31            | 32,680.65                          | 23,507.80           | 1,511.50                       |
| 20  | Camrose          | 6,417.66            | 109,618.32            | 12,711.45            | 35,745.29                          | 27,770.65           | 1,976.60                       |
| 21  | Two Hills        | 6,755.95            | 149,991.19            | 11,237.43            | 41,487.77                          | 7,217.46            | 4,069.71                       |
| 22  | Killam           | 5,133.10            | 102,699.50            | 12,000.31            | 55,548.00                          | 25,210.35           | 8,163.65                       |
| 23  | Stony Plain      | 8,588.73            | 135,133.40            | 10,616.21            | 36,625.09                          | 6,727.10            | 1,409.37                       |
| 24  | Sturgeon         | 7,054.64            | 120,189.34            | 16,261.65            | 31,918.42                          | 21,696.45           | 7,355.62                       |
| 25  | Vermilion        | 8,539.54            | 165,259.79            | 13,974.18            | 52,777.19                          | 26,426.92           | 5,811.21                       |
| 26  | Stettler         | 6,364.47            | 75,133.47             | 10,292.06            | 25,420.45                          | 25,755.27           | 788.14                         |
| 27  | Castor           | 8,326.07            | 96,334.17             | 8,215.64             | 37,511.78                          | 22,492.37           | 1,564.99                       |
| 28  | Macleod          | 7,966.64            | 95,187.58             | 13,764.86            | 26,016.35                          | 78,112.21           | 5,312.98                       |
| 29  | Pincher Creek    | 4,796.32            | 50,671.14             | 5,550.62             | 12,210.45                          | 15,519.25           | 5,592.88                       |
| 30  | Drumheller       | 7,549.69            | 73,807.23             | 19,100.95            | 26,872.60                          | 12,704.35           | 12,179.51                      |
| 31  | Olds             | 6,893.54            | 133,171.87            | 17,945.52            | 31,401.22                          | 19,419.59           | 1,686.20                       |
| 32  | Wainwright       | 8,755.03            | 111,596.07            | 8,600.65             | 39,992.69                          | 11,814.17           | 8,464.90                       |
| 33  | Provost          | 5,274.22            | 66,023.98             | 8,802.08             | 18,153.19                          | 50,583.40           | 17.61                          |
| 34  | Penoka           | 6,394.25            | 119,585.61            | 12,726.89            | 31,655.48                          | 9,779.62            | 2,765.21                       |
| 35  | Red Deer         | 7,580.79            | 101,210.71            | 20,677.16            | 39,733.23                          | 2,537.24            | 2,198.36                       |
| 36  | Wetaskiwin       | 5,529.20            | 88,783.91             | 9,466.81             | 24,200.59                          | 14,589.53           | 5,918.00                       |
| 37  | Westlock         | 8,963.49            | 146,635.38            | 17,889.02            | 31,665.25                          | 8,358.99            | 3,045.11                       |
| 38  | Poothills        | 6,377.59            | 67,570.57             | 11,798.83            | 20,284.58                          | 56,054.77           | -----                          |
| 39  | Smoky Lake       | 7,878.87            | 139,664.64            | 25,448.40            | 40,059.74                          | 2,155.82            | 5,164.09                       |
| 40  | Wheatland        | 7,718.81            | 156,635.05            | 11,394.73            | 47,212.17                          | 39,085.11           | 2,420.37                       |
| 41  | Calgary          | 9,250.99            | 159,541.94            | 12,131.75            | 46,359.98                          | 38,683.82           | 442.23                         |
| 42  | Athabasca        | 6,283.20            | 121,772.49            | 9,452.68             | 25,859.49                          | 22,409.72           | 5,928.52                       |
| 43  | Bow Valley       | 5,770.89            | 47,179.76             | 7,009.50             | 25,190.72                          | 29,325.09           | 355.00                         |
| 44  | E.I.D.           | 6,695.05            | 94,754.25             | 6,077.73             | 35,055.81                          | 32,072.42           | 3,724.20                       |
| 45  | St. Paul         | 9,758.54            | 114,585.63            | 9,542.64             | 26,804.20                          | 5,940.30            | 3,554.13                       |
| 46  | Bonnyville       | 5,745.89            | 118,950.54            | 10,702.27            | 26,657.19                          | 2,495.65            | 159.90                         |
| 47  | Spirit River     | 5,818.40            | 72,087.49             | 6,280.79             | 15,577.80                          | 8,972.11            | 9,833.78                       |
| 48  | High Prairie     | 6,751.58            | 75,570.86             | 8,272.68             | 20,365.70                          | 22,460.71           | 1,648.62                       |
| 49  | Stratberry       | 3,422.01            | 89,321.33             | 8,763.49             | 20,661.94                          | 5,072.95            | 493.25                         |
| 50  | Fairview         | 4,058.74            | 56,812.70             | 6,244.48             | 12,136.01                          | 11,095.00           | 492.35                         |
| 51  | Lac la Piche     | 5,826.82            | 79,567.79             | 4,849.51             | 13,718.00                          | 388.00              | 19.70                          |
| 52  | Fort Vermilion   | 554.50              | 5,766.43              | 1,456.86             | 2,150.06                           | -----               | -----                          |
| 54  | East Smoky       | 2,043.54            | 17,859.26             | 2,371.24             | 3,733.61                           | -----               | 195.74                         |
| 55  | Red Deer Valley  | 4,551.20            | 49,458.37             | 8,194.17             | 16,506.74                          | 3,272.60            | -----                          |
| 56  | Lacombe          | 5,784.75            | 66,844.48             | 18,010.42            | 21,887.34                          | 7,977.82            | 2,412.69                       |
| 57  | Thorhild         | 7,229.73            | 121,363.48            | 9,994.78             | 32,454.14                          | 2,743.50            | 6,999.08                       |
| 58  | Coal Branch      | 3,355.09            | 45,562.29             | 5,030.65             | 15,724.57                          | 959.00              | 236.00                         |
|     |                  | \$358,404.21        | \$5,577,922.08        | \$630,287.16         | \$1,641,574.18                     | \$1,102,790.12      | \$189,647.65                   |

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TABLE NO. 30  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31 1947 - REVENUE FUND SECTION

## ASSETS

| Items                        | Divisions       | Town School Districts | Village School Districts | Consolidated Sch. Districts | Rural School Districts | Separate Sch. Districts | Total           |
|------------------------------|-----------------|-----------------------|--------------------------|-----------------------------|------------------------|-------------------------|-----------------|
| Cash on Hand and in Bank     | \$ 751,739.59   | \$ 197,631.91         | \$ 167,892.12            | \$ 91,228.54                | \$ 70,647.57           | \$ 59,525.47            | \$ 1,338,665.20 |
| Accounts & Rents Receivable  | 44,427.98       | 26,184.62             | 659.98                   | 1,172.30                    | 69.53                  | 523.34                  | 73,037.75       |
| Due from Other School Boards | 2,096.44        | 31,959.46             | 5,255.83                 | 7,271.54                    | 319.05                 | 3,183.00                | 50,085.32       |
| Due from Municipalities      | 46,221.67       | 397,571.93            | 12,444.32                | 2,616.00                    | 1,101.63               | 8,799.28                | 468,754.83      |
| Taxes due and unpaid         | -               | 79,679.58             | 895.91                   | 12,723.42                   | 4,536.86               | -                       | 97,835.77       |
| Due from Province            | 892,764.34      | 185,399.66            | 16,699.63                | 9,541.00                    | 5,257.46               | 30,807.33               | 1,140,469.42    |
| Other Assets                 | 426,836.15      | 1,093,464.41          | 44,114.28                | 99,603.50                   | 29,462.00              | 30,903.94               | 1,724,384.28    |
| Total Assets                 | 2,164,086.17    | 2,011,891.57          | 247,962.07               | 224,156.30                  | 111,394.10             | 133,742.36              | 4,893,232.57    |
| Deficit                      | 80,200.26       | 26,860.66             | 5,348.84                 | -                           | 527.56                 | 3,504.13                | 116,441.45      |
|                              | \$ 2,244,286.43 | \$ 2,038,752.23       | \$ 253,310.91            | \$ 224,156.30               | \$ 111,921.66          | \$ 137,246.49           | \$ 5,009,674.02 |

TABLE NO. 31 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31 1947 - REVENUE FUND SECTION

## LIABILITIES

| Items                         | Divisions    | Town School Districts | Village School Districts | Consolidated Sch. Districts | Rural School Districts | Separate Sch. Districts | Total        |
|-------------------------------|--------------|-----------------------|--------------------------|-----------------------------|------------------------|-------------------------|--------------|
| Bank Overdraft                | 71,349.97    | 69,132.64             | 709.17                   | -                           | -                      | 322.42                  | 141,514.20   |
| Short Term Loans              | 202,396.99   | 31,433.81             | 13,231.98                | 3,000.00                    | 500.00                 | 1,008.00                | 251,570.78   |
| Arrears of Teachers' Salaries | 10,518.41    | 1,594.91              | -                        | -                           | 5,665.54               | 160.00                  | 17,938.86    |
| Accounts Payable              | 155,622.89   | 89,135.86             | 11,576.35                | 1,766.14                    | 1,170.82               | 3,017.14                | 262,289.20   |
| Debentures Due and Unpaid     | 11,341.40    | 41,252.98             | 5,766.60                 | 2,668.00                    | 887.58                 | 1,444.38                | 63,360.94    |
| Due to other Boards           | 10,920.16    | 601.34                | -                        | -                           | 134.51                 | 3,017.58                | 14,673.59    |
| Due to Municipalities         | -            | 900.00                | 186.46                   | 157.40                      | -                      | 815.00                  | 2,058.86     |
| Due to Province               | 25,897.82    | 1,545.20              | 2,105.21                 | -                           | 267.36                 | 3,298.08                | 33,113.67    |
| Other Liabilities             | 271,819.55   | 1,012,726.80          | 2,130.86                 | 18,407.56                   | 113.65                 | 8,124.25                | 1,313,322.67 |
| Total Liabilities             | 759,867.19   | 1,248,323.54          | 35,706.63                | 25,999.10                   | 8,739.46               | 21,206.85               | 2,099,842.77 |
| Surplus                       | 1,484,419.24 | 790,428.69            | 217,604.28               | 198,157.20                  | 103,182.20             | 116,039.64              | 2,909,831.25 |
|                               | 2,244,286.43 | 2,038,752.23          | 253,310.91               | 224,156.30                  | 111,921.66             | 137,246.49              | 5,009,674.02 |





TABLE NO. 32  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1947

CAPITAL AND LOAN FUND SECTION

ASSETS

| Items                 | Divisions       | Town School Districts | Village School Districts | Consolidated Sch. Districts | Rural School Districts | Separate Sch. Districts | Total           |
|-----------------------|-----------------|-----------------------|--------------------------|-----------------------------|------------------------|-------------------------|-----------------|
| Land & Buildings      | \$11,221,490.03 | \$ 8,649,269.74       | \$1,391,464.41           | \$ 491,211.96               | \$302,620.00           | \$1,400,183.35          | \$23,456,239.49 |
| Furniture & Equipment | 2,112,700.18    | 3,150,890.23          | 511,119.91               | 109,639.62                  | 58,725.32              | 153,649.84              | 6,096,725.10    |
| Library               | 328,137.34      | 31,237.01             | 26,998.21                | 11,256.50                   | 4,131.18               | 9,570.13                | 411,330.37      |
| Other Assets          | 935,065.83      | 1,481,670.24          | 7,332.60                 | 55,262.10                   | 7,458.69               | 59,501.74               | 2,546,291.20    |
|                       | \$14,597,393.38 | \$13,313,067.22       | \$1,936,915.13           | \$ 667,370.18               | \$373,935.19           | \$1,622,905.06          | \$32,510,586.16 |

LIABILITIES

|                            |                 |                 |                |              |              |               |                 |
|----------------------------|-----------------|-----------------|----------------|--------------|--------------|---------------|-----------------|
| Debenture Debt (Not Due)   | \$ 983,612.20   | \$ 4,881,741.98 | \$ 60,749.04   | \$ 42,637.79 | \$ 81,396.06 | \$ 639,216.67 | \$ 6,689,353.74 |
| Other Liabilities          | 1,040,517.86    | 5,689,135.82    | 1,155.39       | 14,210.62    | 497.16       | 397,942.66    | 7,143,459.51    |
| Investment in Fixed Assets | 12,573,263.32   | 2,742,189.42    | 1,875,010.70   | 610,521.77   | 291,041.97   | 585,745.73    | 18,677,772.91   |
|                            | \$14,597,393.38 | \$13,313,067.22 | \$1,936,915.13 | \$667,370.18 | \$372,935.19 | 1,622,905.06  | \$32,510,586.16 |

TABLE NO. 33 PUPIL TRANSPORTATION - 1947

| No. Name            | Total Daily Run in Miles | Maximum Pupils transported on any one day | Owned & Operated by Board | Contract | Operating Expense In Lieu of Transportation | Total       | Owned & Operated by Board | Contract | In Lieu of Transportation | * Total |
|---------------------|--------------------------|-------------------------------------------|---------------------------|----------|---------------------------------------------|-------------|---------------------------|----------|---------------------------|---------|
| 1. Berry Creek      | 684                      | 76                                        |                           | \$       | \$ 2,950.97                                 | \$ 2,950.97 |                           |          |                           | 33      |
| 2. St. Mary's River | 655                      | 636                                       |                           |          | 3,042.24                                    | 47,494.19   |                           |          |                           | 39      |
| 3. Foremost         | 1042                     | 694                                       |                           |          | 5,010.25                                    | 60,607.43   |                           |          |                           | 31      |
| 4. Medicine Hat     | 607                      | 315                                       |                           |          | 1,371.00                                    | 23,559.81   |                           |          |                           | 30      |
| 6. Taber            | 2035                     | 1284                                      | 26,932.48                 |          | 2,837.94                                    | 64,131.03   | 15                        |          |                           | 45      |
| 7. Lethbridge       | 2749                     | 2092                                      | 16,118.81                 |          | 1,414.86                                    | 86,807.57   | 17                        |          |                           | 61      |
| 8. Acadia           | 342                      | 152                                       | 5,567.56                  |          | 721.00                                      | 11,546.42   | 6                         |          |                           | 8       |
| 9. Sullivan Lake    | 67                       | 39                                        | 1,928.52                  |          | 1,512.08                                    | 8,154.62    | 2                         |          |                           | 4       |
| 10. Peace River     | 670                      | 407                                       | 2,529.09                  |          | 22,211.10                                   | 25,150.34   | 1                         |          |                           | 18      |
| 11. Lac Ste. Anne   | 412                      | 428                                       |                           |          | 23,618.65                                   | 27,972.55   | 3                         |          |                           | 20      |
| 12. Edson           | 86                       | 101                                       |                           |          | 6,460.32                                    | 6,546.12    |                           |          |                           | 3       |
| 13. Clover Bar      | 442                      | 348                                       |                           |          | 12,197.23                                   | 12,197.23   | 1                         |          |                           | 13      |
| 14. Grande Prairie  | 75                       | 38                                        | 2,288.22                  |          |                                             | 2,288.22    | 2                         |          |                           | 3       |
| 15. Rocky Mountain  | 725                      | 147                                       |                           |          | 7,652.00                                    | 7,900.35    | 6                         |          |                           | 7       |
| 16. Neutral Hills   | 181                      | 193                                       | 3,404.09                  |          | 4,816.50                                    | 8,220.59    | 6                         |          |                           | 6       |
| 17. Holden          | 19                       | 19                                        | 8,289.81                  |          | 2,255.00                                    | 15,156.76   |                           |          |                           | 8       |
| 18. Lamont          | 476                      | 248                                       |                           |          | 504.00                                      | 759.41      |                           |          |                           | 1       |
| 19. Vegreville      | 954                      | 482                                       | 19,949.77                 |          | 16,998.00                                   | 23,507.80   |                           |          |                           | 12      |
| 20. Camrose         | 352                      | 190                                       | 569.10                    |          | 3,460.13                                    | 7,770.65    | 13                        |          |                           | 23      |
| 21. Two Hills       | 403                      | 386                                       | 9,271.10                  |          | 5,408.95                                    | 7,217.45    | 1                         |          |                           | 9       |
| 22. Killam          | 118                      | 192                                       |                           |          | 9,115.00                                    | 25,210.35   | 8                         |          |                           | 17      |
| 23. Stony Plain     | 225                      | 370                                       |                           |          | 6,616.75                                    | 6,727.10    |                           |          |                           | 7       |
| 24. Sturgeon        | 381                      | 323                                       |                           |          | 19,079.55                                   | 21,698.43   |                           |          |                           | 17      |
| 25. Vermilion       | 360                      | 122                                       | 980.00                    |          | 13,379.15                                   | 26,671.67   | 1                         |          |                           | 13      |
| 26. Stettler        | 544                      | 238                                       |                           |          | 13,214.77                                   | 23,753.27   |                           |          |                           | 15      |
| 27. Castor          | 3092                     | 862                                       |                           |          | 9,558.50                                    | 22,492.37   | 32                        |          |                           | 73      |
| 28. Macleod         | 143                      | 163                                       | 39,075.47                 |          | 16,144.92                                   | 78,112.21   | 2                         |          |                           | 6       |
| 29. Pincher Creek   | 285                      | 54                                        | 2,146.78                  |          | 32,117.84                                   | 13,519.25   |                           |          |                           |         |
| 30. Drumheller      |                          |                                           | 6,988.22                  |          | 4,384.25                                    | 11,445.75   |                           |          |                           |         |
|                     |                          |                                           | 4,138.60                  |          | 7,277.15                                    |             |                           |          |                           |         |



TABLE NO. 34AVERAGE SALARIES OF TEACHERS, 1946 - 47, 1947 -48

|                       | No. of<br>Teachers | Salaries<br>1946 - 47 | Salaries<br>1947 - 48 |
|-----------------------|--------------------|-----------------------|-----------------------|
| All Schools           | 5458               | \$ 1,652.02           | \$ 2,001.94           |
| Divisions             | 3389               | 1,470.33              | 1,848.64              |
| City and Town Schools | 1440               | 2,049.21              | 2,425.62              |
| Village Schools       | 202                | 1,688.75              | 1,996.29              |
| Consolidated Schools  | 109                | 1,660.69              | 2,018.34              |
| R.C. Separate Schools | 272                | 1,470.68              | 1,636.94              |

TEACHERS' SALARIES - 1947 - 1948 IN ALL SCHOOLS

|                                   |         | Number of Teachers | Highest     | SALARIES PAID<br>Lowest | Average     |
|-----------------------------------|---------|--------------------|-------------|-------------------------|-------------|
| Academic, Special and High School | -Male   | 320                | \$ 4,600.00 | \$ 1,050.00             | \$ 2,756.56 |
|                                   | -Female | 223                | 4,050.00    | 1,000.00                | 2,303.81    |
| First Class                       | -Male   | 681                | 4,800.00    | 1,000.00                | 2,691.92    |
|                                   | -Female | 960                | 3,900.00    | 1,000.00                | 2,084.89    |
| Elementary & Intermediate         | -Male   | 362                | 3,000.00    | 1,100.00                | 1,874.86    |
|                                   | -Female | 1618               | 2,850.00    | 1,000.00                | 1,616.99    |
| Second Class                      | -Male   | 151                | 3,550.00    | 1,300.00                | 1,999.83    |
|                                   | -Female | 795                | 3,000.00    | 1,150.00                | 1,872.70    |
| War Emergency                     | -Male   | 7                  | 1,900.00    | 1,350.00                | 1,628.57    |
|                                   | -Female | 52                 | 1,850.00    | 1,300.00                | 1,550.96    |
| Letter of Authority               | -Male   | 47                 | 2,600.00    | 1,200.00                | 1,787.23    |
|                                   | -Female | 242                | 2,400.00    | 1,200.00                | 1,470.93    |

TABLE NO. 35

TABLE NO. 36

## AVERAGE COST OF EDUCATION PER PUPIL, 1946-47 &amp; 1947-48

|                                                                      | 1937 - 38 | 1946 - 47 | 1947 - 48 |
|----------------------------------------------------------------------|-----------|-----------|-----------|
| <u>All Schools</u>                                                   |           |           |           |
| Cost per pupil per year according to enrolment                       | \$ 56.95  | \$ 99.00  | \$ 119.99 |
| Cost per pupil per year according to average attendance              | 70.22     | 117.52    | 140.88    |
| Average cost per pupil for each day in attendance                    | .358      | .606      | .721      |
| <u>School Divisions (including Town, Village &amp; Consolidated)</u> |           |           |           |
| Cost per pupil per year according to enrolment                       | 44.92     | 99.27     | 126.72    |
| Cost per pupil per year according to average attendance              | 57.53     | 121.02    | 152.42    |
| Average cost per pupil for each day in attendance                    | .293      | .629      | .780      |
| <u>School Districts Not in Divisions</u>                             |           |           |           |
| <u>City Schools</u>                                                  |           |           |           |
| Cost per pupil per year according to enrolment                       | 83.81     | 105.72    | 121.98    |
| Cost per pupil per year according to average attendance              | 97.52     | 120.25    | 138.69    |
| Average cost per pupil for each day in attendance                    | .493      | .628      | .705      |
| <u>Town &amp; Village Public Schools - Not in Divisions</u>          |           |           |           |
| Cost per pupil per year according to enrolment                       | 52.10     | 94.46     | 100.64    |
| Cost per pupil per year according to average attendance              | 62.25     | 108.66    | 114.38    |
| Average cost per pupil for each day in attendance                    | .315      | .560      | .583      |
| <u>Consolidated Schools - Not in Divisions</u>                       |           |           |           |
| Cost per pupil per year according to enrolment                       | 72.07     | 124.29    | 148.16    |
| Cost per pupil per year according to average attendance              | 88.84     | 149.03    | 171.06    |
| Average cost per pupil for each day in attendance                    | .445      | .762      | .876      |
| <u>R.C. Separate Schools</u>                                         |           |           |           |
| Cost per pupil per year according to enrolment                       | 56.98     | 69.90     | 81.28     |
| Cost per pupil per year according to average attendance              | 68.83     | 79.49     | 92.02     |
| Average cost per pupil for each day in attendance                    | .362      | .416      | .477      |

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